

## Chapter III

## A.J.A. NELSON AND THE QUICKENING MOMENTUM, 1954-1960

The tragic death of Arnold Eberle in early 1954 did not slow the rapid expansion of the extension work for the newly inaugurated autonomous University of New England, due to - (i) the continuance of dynamic leadership from R.B. Madgwick and J.P. Belshaw; (ii) the excited participation in new policy-making of many 'community based' members of the N.E.U.C. Advisory Council, now serving on the first Council<sup>1</sup> of the University; (iii) the relevance of the new University to the social goals and regional objectives of the local populace and of the then revived 'New State Movement'; and (iv) the deliberate policies of local applied research to be pursued by most of the University's departments, in many cases even prior to the commencement of formal degree teaching. Finally, and certainly not least, there was the remarkable creative impact and leadership of the first professorial-level Director of Adult Education, A.J.A. Nelson.<sup>2</sup>

Dynamic Encouragement from N.E.U.C.A.C. members Page, Drummond, Wright and Moyes

While this (community) stimulation by Nelson cannot really or sensibly be divorced from northern separatist (or New State) politics, it is relevant to note here the active commitment of almost all Council members to the local community - an attitude which, by its eclipse in the 1970s and

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1. Its membership and various changes in the initial year, 1954 are discussed, pp. 66-68 of *The University of New England Calendar 1956*. While almost all these people were already committed to extension work by their publicized attitudes, notable names include: The Hon. J.P. Abbott; R.L. Blake (Editor of *The Armidale Express*); A.E. Brand (Lismore); the Hon. D.H. Drummond, M.H.R.; G.E. Forster; Davis Hughes; the Rt. Rev. J.S. Moyes; the Rt. Hon. Sir Earle Page; J.B. Regan (Tamworth); J.R. Richardson (Armidale); Colonel H.F. White, C.M.G., D.S.O.; the Hon. H.M. Wragge (Gunnedah); P.A. Wright (the Vice-Chairman of the Council), etc. At the end of 1954 two like-minded persons were added, viz.: Professor R.M. Hartwell (University of Technology, and formerly Glen Innes student of J.P. Belshaw's at the N.E.U.C.) and Professor A.H. Voisey (Geology, and elected 'by the under-graduates'). Some sense of this common dynamic is also given by the catalogue of 'Dramatis Personae', given by D. Drummond to introduce (pp. xi-xxi) *A University is Born* (1959). He refers particularly to their 'faith, loyalty and courage' (p. xi).
  2. Appointed at the level of Senior Lecturer, he was soon raised to the level of professor with the title of Director.

1980s, may be seen even more to have been one of the most significant catalysts to the expansion of the university of and for the people of northern New South Wales.<sup>3</sup> The first issued *Calendar* for the University, that of 1956, provides an excellent repository of the hopes and plans of the seminal period, 1954-1955. Although a Madgwick-inspired educational document, it is yet in remarkable accord with the more political and social history of the same events by the Hon. D.H. Drummond, *A University is Born: The Story of the Founding of the University College of New England* (1959). The *Calendar* itself (p. 5) attributes the initial momentum of the N.E.U.C. to: (i) 'the energy and vision' of C.B. Newling, the Principal of the Armidale Teachers' College and of Drummond himself; (ii) to the efforts of the Senate of the University of Sydney and of its Chancellor<sup>4</sup>; and (iii) 'the remarkably generous support<sup>5</sup> of the people of northern New South Wales'. It goes on to stress the ideological act of 'decentralization'<sup>6</sup> in the N.E.U.C. and also its potent link with (federal) scientific research:

The year 1938 also saw the beginnings of the University's interest in the rural sciences ... [with on site] a building equipped as a laboratory for field research work conducted by officers of the Commonwealth Council for Scientific and Industrial Research; ... and there is now [here] an important agricultural and pastoral research laboratory. (p. 6)

Further, the documents of the early University all stress the fact that the Advisory Council was planned to have its

personnel ... drawn from a wide area of north and north-western New South Wales, to establish the widest possible contacts and to give real meaning to the name of the University College of New England ... (D.H. Drummond, *A University is Born* (1959), p. 68),

and Drummond could write in retrospect of them, that they were all: 'citizens who were keenly interested in the work to which they had set their hand. They were drawn from Lismore to Taree on the coast, from Glen

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3. The establishment of a University College at Armidale had first been proposed in 1878. (See *U.N.E. Calendar* 1956, p. 5)
  4. Initially Sir Percy Halse Rogers (a native of the north-western town of Gunnedah) and then Sir Charles Bickerton Blackburn, a life-long personal friend of Sir Earle Page. (See E. Page, *Truant Surgeon* (1963), p. 20.)
  5. The pattern of this, discussed below, is well caught in the list of early Benefactors (1954-1961) as given in the 1962 *Calendar* (pp. 366-390).
  6. Belshaw's word in 1946-47 - see Chapter Two. This was a relatively novel concept then, despite its frequent use in a later generation.

Innes to Scone in the centre, and from Inverell to Moree and Gunnedah in the north-west'. (*op.cit.*, p.71) Their natural leader and elected chairman (1938-54) was Sir Earle C.G. Page who would become the University's first Chancellor (1955-60), but earlier known afar as Dr. Page,<sup>7</sup> a Grafton-based doctor and politician from the time of World War I.

As he explained in his autobiography, he came from a family of both educational and political crusaders. His Kentish grandfather 'accepted his [Australian] education activities as a mission' (*Truant Surgeon*, p. 1), and was from 1851 an active fighter for northern political separation, as was Page's own father. As the text also makes clear, the modestly placed family had had to struggle very hard for educational opportunities in Sydney, since so little was available locally. As he put it well in the first paragraph of his second chapter,

The search for knowledge and the extension of educational facilities were part of my family inheritance ... my grandfather opened the first primary school in northern New South Wales, my father was responsible for establishing the first secondary school north of Maitland. My election as Chancellor ... placed the coping-stone of tertiary education on the structure begun by my forbears. (*Truant Surgeon*, p. 11)

Closely related to this personal crusade is another, one of political decentralization, on which he clarified his ideas<sup>8</sup> very early, proposing a separate state in the north in 1915 and distributing 5,000 copies<sup>9</sup> of a report which supported his plan. As O'Hara makes clear, Page had a philosophy of community development for the neglected north, one which would carry enormous numbers of electors with him until the early 1960s. Two bodies which he founded soon after 1915 to assist the North Coast's advancement were the North Coast Local Government Association and the Northern N.S.W. Development League,<sup>10</sup> while, in 1919, he founded the

7. Page, who represented Cowper in the Federal Parliament from 1919 until his death in December 1961, stepped down from ministerial office in 1956, the better to represent the interests of the University and to complete his most comprehensive autobiography, *Truant Surgeon: The Inside Story of Forty Years of Australian Political Life* (1963).

8. These are summarized helpfully and interpreted by J.B. O'Hara in his B.A. (Hons) thesis (U.N.E., 1969), entitled 'The Entry into Public Life of Sir Earle Christmas Page (1915-1921)', and in his 'A Doctor in the House: Earle Page (1915-1920)' in *A.D.H.S.J. & P.* 14 (1971), pp. 87-99.

9. O'Hara (1971), p. 88. Compare the 1956 pamphlets discussed below.

10. It aimed at being apolitical and, by mid-1919, had branches in almost all the towns of the north.

Inverell-based North and North-West Development League, in all of which he showed himself 'a countryman'.

O'Hara has also recounted succinctly how, elected to Federal Parliament in early 1920, in a year Page had become the national parliamentary leader of the Country Party and had established a considerable separatist campaign on the North Coast, on the Northern Tablelands, and in the Tamworth area, while 'all of his major speeches in parliament in 1920 reflected his desire to improve the lot of the country dwellers.' (*op.cit*, p. 98) Similarly his practical notions of constitutional reform were to establish small zones like his 'province' of an 'area with a unity of interest' with sufficient income and power to undertake development works previously undertaken by the States, but small enough to ensure that all parts of the province would receive their due; and his pledge was that no area would receive special attention to the detriment of other areas, as had happened in New South Wales. Thus he announced in 1919:

I gave high priority to self-government for New England and the northern districts and indicated that I would continue my fight for local control of local affairs<sup>11</sup> so that at last the country man and woman would get a fair deal and the country child<sup>12</sup> a fair chance. (*Truant Surgeon*, p. 49)

From the early 1920s their educational needs and the lack of opportunity for most country children are linked themes in his writings,<sup>13</sup> and interwoven with the more political notions of both regional development and decentralization of decision making. While his most dynamic views are usually to be found in the luminous contemporary writings of his friend, U. Ellis,<sup>14</sup> Page was very active in the moves for the N.E.U.C. (*Truant*

11. Many of the local government a.e. schools of the University in the late 1950s and early 1960s were so close to New State rallies as makes little difference. University staff were, of course, very careful to disclaim any such focus or purpose in the events.

12. He was also concerned for their health and general being - see ch. XII of *Truant Surgeon*.

13. The earliest Page text is his *Australia Subdivided* (1915), a work compiled by himself and others, and discussed by O'Hara (1971), pp. 88 ff.

14. His long time private secretary, Ulrich Ellis, who had worked with Page from the late 1920s, produced a steady stream of texts concerned with Country Party ideas - as in his *New Australian States* (1933); *New States, the Key to Defence ... and National Development* (1952); *An Examination of the Possible Means for the Attainment of Self-Government* (1954), etc. He also contributed a most helpful survey on the New State movement to the 1958 edition of *The Australian Encyclopedia*, vol. VI, pp. 295-300. Ellis also returned to the North to work for the movement in 1960, producing then *Why New States are Vital to Australia: The Case for the Seventh State* (1961) and

*Surgeon*, pp. 252-53) and he led it and the University with great pride for nearly 23 years. As that leader he gave the address, 'The Value of Decentralization of University Education in Australia',<sup>15</sup> to the Canberra University College which had commenced its teaching in 1930. Turning his back on the (imported, elitist and professional) British traditions of the 19th century, he had stressed that: teacher-learner association flourishes in fairly small colleges, (pp. 4-5); modern Universities should assist those from 'poorer working class homes' (p. 5); the modern University must not remain 'aloof' (p. 5); 'we need ... a number of small Universities placed at strategic points throughout the country districts' (p. 6); and 'the University must be close to the people, and ... capable of adapting itself to the needs and problems of its environment, ... to the sociology of the district in which it is established' (p. 9). His conclusion was that: 'the rural community itself will be much more willing to take advice and leadership from its own University than from one ... in a capital city' (p. 9) ... For without proper education and culture the rural community must decline (p. 10).

He then argued that the N.E.U.C. had already (by 1950) had 'a subtle influence on the whole region', causing a 'pronounced change in attitude ... towards the value of education'. He likened his College and its probable growth to the community-oriented English universities of Nottingham, Reading or Exeter (a prophetic<sup>16</sup> comment this), and stressed its obligation to bring art, music and 'the best in literature' (p. 12) to country towns and that it had 'its share of responsibility for the development and welfare of country people' (p. 13), adding:

the rural University ... [should] provide a stimulus to education generally and particularly to adult education; it would ... undertake vital regional research; it could act as a centre for vacation courses and as a focal point for the interests and activities of the region.<sup>17</sup>

Thus it may be seen that Page, the man of affairs, and of public rank, had

15. Quotations are from the printed version (pp. 14), published by the Canberra University College in the same year (1950).

16. All have their impact on New England, the first in due course sending such rural scientists as R. Leng and I. Falconer, such social scientists as J.S. Nalson and R. Gregson, and humanities lecturers as L. Goddard, and J.S. Ryan; Reading sent many agronomists; while Exeter would contribute R.C. Chubb, A.G. Sandison, and others. There has also been considerable exchange of staff between Nottingham and New England in the 1980s in the area of continuing education.

17. He has a footnote referring the reader to J.P. Belshaw's 'Decentralization of University Education', in *The Australian Quarterly*, for December, 1948. See also above, in Chapter II.

a 'global' view of university, society and their inter-related and meaningful future development. He was the ideal civil leader for the new institution since all his educational goals were its own in a visionary yet practical form. His articulation of the people's needs encouraged their further definition and its communication to the University, particularly from the valley of the River Clarence.

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Earle Page's long time friend, Phillip Arundell Wright (1890-1970) a foundation member of the N.E.U.C., its Vice-Chairman from 1943 to 1954, was Deputy Chancellor of the University from 1955 to 1960, and Chancellor from 1960 until his death in 1970. While of limited formal education himself, he was long convinced that 'easy opportunity for a University education ... should not be a privilege of city dwellers alone'<sup>18</sup> and at his life's end he recalled that he had had more than a significant hand in the University's genesis by his early pressure on the Armidale Chamber of Commerce, where

on 23rd January 1928 I moved successfully that the Mayor be asked to convene a meeting of citizens and others interested to discuss [starting a University in the North] and to take steps to further the proposition. This move by the Chamber of Commerce could be said to have been the genesis of the University of New England. (p. 103)

He further reflected that one of the first decisions made in connection with the projected University was that '... its curriculum would provide for and generally specialise in matters of rural interest.' (*ibid.*) Rural science and the presence of the C.S.I.R.O. laboratory were seen by him as very desirable facts of the whole, he then continuing: 'A Department of Adult Education was established, ... to enable the work of the University to be widely disseminated ... A system of Schools<sup>19</sup> and Seminars was instituted ... and the numbers participating proved their worth and the need for their provision.' (p. 104)

Later he observed (from 1970) that 'the success of the University has

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18. P.A. Wright, *Memories of a Bushwacker* (University of New England, 1971), p. 103.

19. He attended a remarkable number of these himself, particularly those concerned with animal science, local government and, later, national parks. He was also a member of the University's first Adult Education Committee. The structure of this part of the 'Memoir' indicates that he was reflecting particularly on the period c. 1938 to 1960.

been such that all the people of the North should be justly proud.' (p. 105) Like Page, he linked his educational interests with local government,<sup>20</sup> adding

I am all in favour of ... allowing local people to manage their own affairs as far as possible, but the New South Wales Local Government Act ... actually ensures that any decisions made by a local governing body are subject to Departmental (i.e. ministerial) veto. (p. 110)

He then cited, with some bitterness, a ministerial objection to holding a referendum on the question of self-government for the North at the same time as the Local Government elections. Such decentralizing views as these and the emphasis on autonomy are very close to the concepts advanced by him at the All-Australian Federal Sydney Convention<sup>21</sup> in July 1949, when he pronounced what might almost seem alarmist notions as to the minimal responsibility of Australia towards 'our rural population' (p. 121).

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While the opinions cited refer mainly to E.C.G. Page and P.A. Wright, similar notions of political and moral concern may be found in the reported statements of many others of the N.E.U.C.A.C. and then of the University Council, such as those of Bishop J.S. Moyes both internationally<sup>22</sup> and within Australia. The concern for the latter country is well represented by his paper, 'The Social Implications of Decentralisation' (pp. 3-4) in the *Proceedings of the Conferences on Decentralisation and Local Government* (June 1960), from the printed text of which we may note: his stress on the meaningful personality which comes from self understanding and self discipline (p. 3); his notion that the creation of rounded persons is the first task of a democracy, and that country towns produce the valuable sort of community and 'human' fellowship rather than the urban

20. He served on the Dumaresq Shire Council from 1915 to 1950.

21. And published in 1950 in F.A. Bland (ed.), *Changing the Constitution*. Bland, still political science professor at the University of Sydney, had served on many Extension Board Committees of the University of Sydney with R.B. Madgwick, and was now also the Chairman of the N.S.W. Constitutional League, the executive of which then included both Page and Drummond.

22. See, for example *The Lambeth Conference Encyclical Letters from the Bishops* (SPCK), for 1930, or 1958. On the first occasion he was on the Committees concerned with Marriage and Sexuality in the Christian Community and with Youth and its Vocation; while on the later occasion he was Vice-Chairman of the Bishops' Committee on 'The Family in Contemporary Society'.

type of community with specialised groups (p. 4); that smaller than small holdings develop independence and character, while 'centralism'<sup>23</sup> means loss of full personal fellowship, loss of family sense, loss of health, ... life, ... the development of child life, loss of a sense of ... personality'. (p. 6) Small wonder, then, that he would aver that 'I am a great believer in decentralization in education and politics' (*ibid.*).

While only three of these early (Council) leaders of public opinion have been referred to in any detail, it is highly significant that almost all these Council members saw the need to carry their university responsibilities into their public life. By personal participation in group activities sponsored by the University College and University, and by the publicity which they both sought and obtained for it, they achieved a remarkable educational saturation of the then available media. The 'New Staters' had early won control of the press<sup>24</sup> and so this avenue of proselytization was the more readily available for higher educational purposes to very many of the same spokespersons with a (seemingly) similar decentralized programme of extension education.

It was the case, then, that there were an impressive range of public personalities, organizations and disseminating forces available to support the new Director of Adult Education, who would enter upon the stage of New England when the pioneering work had been done, when long-sought autonomy of institution had been achieved, and when there was a regional unity of social and educational purpose.

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23. As the essay makes clear, Moyes had worked in the steel area of South Australia and the slums of London before coming to Armidale as Bishop. It was also obvious from conversation that he admired the post-war British concepts of social justice, as enunciated for the Christian Frontier Council by his friend Sir Walter Moberly, in his *The Crisis in the University* (1949), e.g. p. 47.
24. See Page, *Truant Surgeon*, pp. 41-2, where he tells of his faction's influence over the papers in Grafton, Tamworth, Lismore, Murwillumbah and elsewhere. Cp. his 'the northern papers became the vehicle for our campaign' (p. 42). Later they would support the N.E.U.C. and U.N.E., and, much later, the radio stations would facilitate the similar dissemination of adult education materials and notices. The later press relative indifference to New England by a (multi-) national proprietor is well instanced by the Murdoch enterprise's control of *The Northern Daily Leader* (Tamworth) since the mid-1970s.



A.J.A. Nelson's Early Career and Impact on the New England<sup>25</sup> Practice of Adult Education

It is still one of the great ironies of the provision of adult education in and from New England that the most distinguished figure in the field after 1945 is best known internationally. In a very real sense, still the preeminent Australian philosopher of adult education, - Archibald John Alexander (A.J.A.) Nelson (1911-) was its projector of theory and practice onto the world scene from 1954. A South Australian and an avowed countryman by birth and early education, he was early familiar with the community development projects established in the Murray Basin after World War I. Nelson had been a school teacher in that state's Education Department from 1931, but he also tutored<sup>26</sup> in those depression years: unemployed and underprivileged men from an industrial area; a middle-class suburban group; a cross-section at the university; and a rural group, mainly taught by correspondence. From that position he moved, during World War II, to service both with the Royal Australian Air Force and Australian Infantry Forces (1942-1946), emerging, at the war's end, as a captain in the Australian Army Education Service<sup>27</sup>, under the command of Colonel R.B. Madgwick.

Although his actual work of that period is largely immured in files of the Army Central Records, some of those may be quoted from, in order to stress alike his views (so similar to both Madgwick's and to Eberle's), and the themes which he would espouse on scales large and small in his career as a civilian adult educator. Thus one may cite *seriatim* from a

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25. A chronological pattern has been followed in this section and specific mention has been made of only a few of the many hundreds of Nelson's reports and writings. Those readers who merely look for his thoughts in university records or professional journals will miss the enormous underpinning of his projects and achievements by so many elegant, relevant and persuasive papers and official documents. Parts of a survey of these will appear in a forthcoming book on the history of adult education, edited by R.J. Clark and B. Brennan to be published by the (University of New England).
  26. He became a graduate in Arts of the University of Adelaide. He had also, for several years before the war, 'thoroughly enjoyed working as a part-time tutor in Politics and History for the Tutorial Class Department of the University of Adelaide..' (See his 'The University and Adult Education', p. 86, in M. Franklin (ed.) *The New England Experience* (1988).
  27. He was to write a form of retrospective assessment of it in his 'Some Aspects of Army Education', *A.J.A.E.*, XV (3), 1975, pp. 125-8. A modified form of it also appeared then in *The Journal of the Royal Australian Army Education Corps*.

supplementary comment of 1944,<sup>28</sup> on his earlier reported comments to Western Command in New South Wales, that: the men should understand the reasons for taxation; film strips concerned with better post-war housing for soldiers were popular; that most men, after the war, will be 'on the basic wage of 6 per week' (p.2); and his preference for the use of slides as opposed to strip films, to promote further discussion.

His Report No. 3 of Western Command<sup>29</sup> concerning the First Australian Armoured Brigade Group is a more critical document and it makes many sharp comments, such as one on a Senior Officer, and those of his sort, who believed that free discussion was prejudicial to sound discipline and morals and that it did not matter whether war aims were democratic or not. (p. 1) He also reported on a technique for officers, whereby 'it was possible to arouse pertinent discussion amongst the men' with a minimum of leading. In the main, 'social' topics were most confidently presented and willingly listened to, perhaps because of 'the lamentable lack of knowledge amongst the troops of the elementary facts of Australian geography and political organization'. (p. 1) Suggested further topics were 'Australia's Population Problems', 'Australia and the British Commonwealth of Nations',<sup>30</sup> 'Education in Australia', and various like matters.

The necessary use of maps to assist the rankers' understanding of other countries is stressed, as is resort to the Field Reference Library, and the importance of the *Current Affairs Bulletin*, as well as of documentary films with accompanying notes. At the same time, Nelson again recorded various problems with senior officers who were dubious about frank discussions with other ranks, and how these impasses were overcome. At the end he suggested that 'C.A.B. discussion is essential to a proper relationship between the officer and his men' and that the Education Officers' job 'entails leadership, inspiration, and a knowledge of discussion technique' (p. 5). His own service at that time included helping a range of troops, from Headquarters personnel in Melbourne to combat soldiers of a commando group in New Guinea.

After demobilization from the service Nelson was, for a period officer in charge of the Adelaide Branch of the Universities Commission. Then, in

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- 28. In surveys of N.S.W. 'L of C' Area and S.A. 'L of C' Area. [Made available by A. Nelson.]
  - 29. Concerning the period of 21 July - 4 August 1944, a document in 5 foolscap sheets.
  - 30. Many of these are remarkably similar to the country offerings of the University of Sydney Extension Board in New South Wales in the 1930s, the general purpose of which was to explain to simple people just what was going on in the greater world and impacting so momentarily then on their own lives.

1947 and 1948 he represented the Australian Department of Post-war Reconstruction and the Commonwealth Office of Education in London,<sup>31</sup> and made close contact with adult education authorities in England and Scotland, including a philosophically significant one in 1948, at a conference in Buxton (Derbs.), with Sir Richard Livingstone, doyen of British university adult educators and the President of Corpus Christi College, Oxford. Nelson was, later, Secretary of the Australian National Commission of U.N.E.S.C.O., reporting on Australian development and Senior Education Officer for International Relations at the Commonwealth Office of Education (then situated in Sydney). He had various tutorial classes for Sydney University's Department of that name, at the same time developing a special interest in adult and 'fundamental' education in developing countries, particularly in South-East Asia. He had too, during the period from the war's end, maintained contact with his former commanding officer, R.B. Madgwick, and was encouraged to apply for the position of University Director of Adult Education at the latter's fledgling university in early 1954, after the tragic and premature death of A.W. Eberle. Nelson was appointed and arrived in Armidale in August 1954 and - due to the resignation of another war-time colleague, Hew Roberts,<sup>32</sup> the newly appointed first Director of External Studies at the University - he was also Acting Director of that section at a crucial time.

His enthusiasm for this additional extension work (largely with northern adults) is well caught in a retrospective essay, 'That First Year',<sup>33</sup> - 'I was interested in External Studies. I saw it as an imaginative, generous and long overdue attempt to broaden adult access<sup>34</sup> to higher education. ... I knew something of the problems and the opportunities that the external was likely to face ... and I saw many advantages in terms of administration and staffing in having adult education and external studies under the same direction ... two kinds of adult education 'credit' and 'non credit'.' (p. 5) He also stressed that it was generally held at that time

31. See below for a comment on this.

32. He was a former Director of Adult Education at the University of Western Australia (1938 to 1940) and then a professor at the University of Iowa.

33. Printed as pp. 5-6 of *External Studies at New England - 1955-1979* (1979), a work edited by Kevin C. Smith.

34. He had done some of his undergraduate study in South Australia as a country student 'with exemption from lectures' and so had been an 'external' himself. The New England 'externals' were some 363 in March 1955 and 617 by March 1956, when H.C. Sheath took over the External Studies Department. Nelson - like P.A. Wright, as in his *Memoirs of a Bushwacker* (1971), (p. 104) - always thought of External Studies as an aspect of adult education, a view opposed by H.C. Sheath, the first Director of External Studies (1956-1972).

that the programmes of his two departments were crucial to the future of the infant university (*ibid.*).

The students of that period he likened to a group whom he had known earlier - 'During 1947-48 I was stationed in London and was responsible ... for liaison with our ex-service students ... They were fine people: able, eager, imaginative, intellectually adventurous, direct and open. It was a pleasure and a privilege to be associated with them.' (p. 5) Both classes of person had common characteristics - delayed entry into advanced study courses; serious attitudes towards study; and, 'a remarkable number of potential leaders' in their ranks (p. 6). These qualities and others were also quickly identified in the 'externals' by the early academic staff who 'developed enthusiasm for what was to them a new approach to education' (*ibid.*). There was splendid official Sydney cooperation in making available, for both these adult groups, reference books from the New South Wales Public Library. His conclusion stresses his sense of privilege in helping 'to implement the imaginative policies that Vice-Chancellor Madgwick and his colleagues<sup>35</sup> had conceived and formulated before I arrived on the scene.' (p. 6) His 1979 reflection on those distant events stresses again the value of 'the liberal tradition' begun then 'with so much imagination and clear purpose' (*ibid.*).

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While there are surviving many printed comments on the early Nelson-led non-credit adult education activities, the clearest assessment of the first year, 1954, occurs in the official 'Report of the Council',<sup>36</sup> with its reference to 'an investigation - being made of the significant problems awaiting solution in northern New South Wales' (p. 74), and to the dual extension function: 'University extension must play a vital part in the development of the University of New England [and] a Department of External Studies is an integral part of any system of extension' (p. 75). It continued: 'general extension activities in the field of Adult Education and in the field of Agriculture and Veterinary Education must be moulded into the extension work of the University as a whole. ... [and associated] closely and directly with the sociology of the region'<sup>37</sup>. (*ibid.*)

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- 35. Prominent among them was J.P. Belshaw, the foundation appointment to Economics and History in 1938. (Indicated by A. Nelson, particularly in a personal conversation in March 1983). (See also Chapter I.)
  - 36. Printed in the 1956 *Calendar* of the University, pp. 66-87. This wording indicates that Nelson was intended to continue Eberle's work.
  - 37. Regional concerns are manifested in many of the research projects of the early academic staff of the University. (*op. cit.*, pp. 70-71)

While these views do reflect both the initial formalized linkage of credit and non-credit courses for adults in 1954 and the early rural schools of A.W. Eberle, there is also present here the first clear statement as to the notion of developing and leading the long intellectually hesitant and depressed communities, which was to be a key feature of Nelson's work. Again in a retrospect, he would comment<sup>38</sup>, at the same time, that:

The founders of the University.....saw it as an institution serving an educational function within its own environment. The Chancellor.. and Council.. were anxious to develop the extension idea and were very imaginative in their approach to it. (p. 1)

and he referred, further on, to 'this spirit of university-community co-operation' (p. 2), and to

the warm and appreciative response of the people of Northern New South Wales to the University's invitation to join its student body<sup>39</sup>. (p. 3)

#### Community Development and (Extension) Decentralization

In this same paper Nelson referred to the early establishment of the Department's regional offices<sup>40</sup>, to the work in community development, and to the University's residential schools (p. 4). If we may anticipate a later development, discussed below, we may quote now:

Through our work in community development we have attempted to help communities to attain the degree of self knowledge which is necessary if they are to deal effectively with their development problems. Our first attempt to use this approach<sup>41</sup> was made in the Clarence in 1956, when we co-operated with a local Committee there in running a programme of discussion meetings ... held in every community in the valley. (pp. 4-5)

This programme was largely concerned with mitigating the disastrous morale and community problems, caused by serious flooding, difficulties with

38. In the 5 page paper, 'The Extension Programme of the University of New England' (1969), which was also published in *The Northern Daily Leader* early in that year.

39. This reflects the view of A. Eberle and one commonly held till at least 1960, namely that the region would produce (all) the non-credit, full time, and part-time students, i.e. adult education students and the 'internals' and the 'externals'.

40. While the first of these was in Armidale, the term really relates to the isolated centres, the first of which to be so served was Tamworth.

41. See Dr. Madgwick's statement reported in *The Daily Examiner* (Grafton), 21 September 1956, p. 3. The approach for help for the Clarence had come through Dr. Page, G. McCartney and others.

dairying and beef cattle etc., and was led by A. Nelson, supported by the Vice-Chancellor, with many university staff assisting. It was then co-ordinated from late 1958 by the University's resident officer in Grafton, A.F. Dunton.

A. Nelson in his four page pamphlet, dated October 18, 1956, and entitled *Six Questions About Community Development in the Clarence Valley* was perhaps recollecting America's Tennessee Valley Authority, not least for his like emphasis on rural sociology.<sup>42</sup> Despite its deliberate effacing of Nelson the facilitator, his own ideas come through clearly - that problems 'on the farm' cannot be solved unless the broader problems<sup>43</sup> of community living are faced; that the project will succeed only if the great majority feel responsible for it and give it their support and their own ideas; and that the residents ... will also certainly benefit from the experience of working together for the common good in an atmosphere of tolerance and understanding (p. 3).

The pamphlet concludes with a quiet musing which captures the essence of Nelson's idealism, anticipates, in that time, Bishop Moyes's words already quoted, and underscores the perdurable relevance<sup>44</sup> of his thought -

in the process [of working together] they may build more vital and interesting communities: communities from which the young and the adventurous may not feel it necessary to seek a way of escape.

Others may benefit too. In these days of mass propaganda and centered control, a successful experiment in community self help could be an inspiration to all those<sup>45</sup> who value initiative and originality.

Its concluding and personal coda stresses his own conception that 'what we

42. This serves to remind later generations that the university's Department of Sociology was originally located in the Faculty of Agricultural Economics and concerned with the 'rural' aspects of the discipline. Thus New England's adviser Professor Baker nominated as a useful further contact, Dr. Lowry Nelson, Department of Rural Sociology, University of Minnesota, St. Paul, Minn. See Departmental File - Visitors, Baker, 68.

43. Thus he emphasized: 'Education, youth activities, finance, recreation, and relations between people of town and country' (p. 3).

44. As shown by E.F. Schumacher, *Small is Beautiful: Economics as if People Mattered* (1973).

45. Even as Baker would quote India of the early Independence time, so Nelson had earlier (p. 3) quoted Pandit Nehru:

Obviously it is necessary to plan to direct, to organize and to co-ordinate, but it is even more necessary to create conditions where spontaneous growth from below is possible and can take place.

gain from this cooperative venture will depend very much on how much of ourselves we give' (p. 4).

Since community work was, perhaps, the first distinctive aspect of Nelson's leadership, it will be appropriate if the theme is expanded upon at this point. For him the arousal of the people, in areas distant from Armidale and its University was to be achieved progressively by both regional offices<sup>46</sup> and local schemes<sup>47</sup>, by these two dynamic methods of saving communities from slow death by despair and intellectual isolation.

In addition to arranging the visit of Professor W. Baker from Canada in 1956 (see below), Nelson had himself toured North America on a Carnegie Award in 1958, investigating Extension work there. A follow-up to this was the 1959 year-long invitation visit to the Department by Miss Evelyn Bates, Director of Adult Education at Goddard College, Vermont. While she was a lively contributor to staff discussions throughout the University in that year, her impact is best assessed by her paper<sup>48</sup> (circulated previously) to the Australian Adult Education Conference at Adelaide in early September. Nelson and Roberts (*v. supra*) introduced the discussion, and the former underscored certain of its points, namely:

that C.D.<sup>49</sup> was a process with mass participation (p. 24);  
that, 'in a democratic community, there was a need to develop an *understanding* of issues which faced the community and a sense of responsibility for community decision';  
that 'it was rarely possible to deal effectively with a community problem ... in isolation';

and that 'if a community were to develop satisfactorily it must first be aware of itself as a whole community'.

Referring to the results of the C.D. work at Grafton, Nelson himself had stressed its results as: greater interest in local affairs; greater understanding of the floods problem; and the fact that certain groups of the population were more articulate as a result of their participation. It

46. See below. The regional office locations and their specially selected staff were achieved progressively. Grafton's 1958 officer was preceded by A.C.M. Howard in 1955 in Tamworth, with responsibility nominally for the Namoi Region but really for a vast area of the northwest; Lismore was added at the end of 1958, and Port Macquarie, and then, in place of both Grafton and Port Macquarie, Coffs Harbour in S.J. Rooth's time as Director.

47. Other later large regional schemes (qq.v.) were N.E.R.D.A. and the Bannockburn cooperative venture.

48. 'Community Development Programmes', being pp. 8-23 of the *Report* of the 1959 Conference. Discussion etc. is summarized on pp. 24-34.

49. The abbreviation is used from here on.

was also suggested that C.D. could stabilize communities somewhat 'eroded' by the influence of travel away for distant higher education. He further stressed that the leader in C.D. work must be a scholar<sup>50</sup> who could relate to the community and 'see human society as relevant to his work' (p. 25). From the further discussion it may be noted that Nelson thought 'that it was true that rural communities had been tending to fragment, and that it was important to counter this' (p. 30), while Miss Bates had claimed then that almost everyone was educable.<sup>51</sup>

While the New England Rural Development Association work on the Tablelands is treated elsewhere, its birth and ongoing activities had Nelson's whole-hearted support, particularly when the Department had moved back to the University to spacious quarters in the then new Dixon Library and so could offer N.E.R.D.A. office and consultation facilities in the heart of the University. Nelson himself continued as an ideologue in this area, as in his March 1960 address<sup>52</sup> to a Seminar on Community Organization and Leadership arranged by the Develop Victoria Council and the Victorian Council of Adult Education. The actual speech was a long one and touched on many basic issues - the kind of town being sought (p. 1); the necessary quality of the community life so that the individual may wish to belong to it; the democratic educative community 'in which people have a reasoned faith in the power of local initiative, an appreciation of variety, ... and a sense of responsibility for matters which should be of common concern' (p. 2); that the process, by arousing community spirit, may be more important than the objective (p. 2); etc. He noted, too, that company towns often experienced resentment against the benefactors, while an earlier survey in a region<sup>53</sup> had indicated 'widespread dissatisfaction with the quality of local leadership' (p. 3). He also stressed that in a healthy community the individual should 'feel that he counts'.

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- 50. A definition singularly appropriate to A.F. Dunton, an Australian from the R.A.F., who had won an award to Magdalene College, Cambridge in the later 1940s and who would serve the Department in both Grafton and Armidale and would, later, become the first Director of Part-Time Studies at Macquarie University.
  - 51. Compare the ever-rising percentages of the Tableland community's participants in Eberle's local courses earlier.
  - 52. Published in 1962 as pamphlet No. 2 in the University's Community Development series, with the title *Practical Issues in Town Development*. References are to this revised version. He also in part himself sponsored the Residential Conference, 'Women and the Australian Community' at Armidale, 18-20 August, 1961.
  - 53. The Clarence, presumably. Kyogle had similar problems about this time.



His list of general principles has a certain homely, and even American, ring to it, as in these points: 1. People matter; 2. The quality of relationships between people is important; 6. All the people (or nearly all) should feel involved in community development; etc. - to which he added a long list (pp. 4-5) of obstacles<sup>54</sup> to community progress, such as: 1. The 'let George do it attitude'; 2. Apathy; 3. Prestige-seekers; 5. Intense specialisation; 8. The autocratic approach; or, 11. The dreamless peace. Then, reflecting on his New England experiences, his part of a year in the United States and Canada, and on the 1950 model project of the University of Washington with the small township of Battleground<sup>55</sup>, he uttered certain American-style maxims -

- I 'A University department of adult education, like that at New England, has the role of general adviser in relation to the Community development projects with which it is associated';
- II 'It has no vested interest in the communities concerned, but it does have a scientific interest in community problems';
- and III 'It aims to provide training for community leaders',<sup>56</sup> and then gave some concrete examples, e.g. as for the Clarence problem -
  - I a County Council has been established to deal with floods;
  - II with a Government grant, an extensive flood mitigation scheme has been initiated;
  - and III that general development conferences<sup>57</sup> have been held.

Nelson's conclusion emphasizes both New England experiences, and selected American case-studies, and also states the general problem for communities lacking confidence and dynamism: first, that whereas good communities are aware of their problems, problem communities are not (pp. 7-8); and second, that the experiments in community development which we

54. Originally prepared by the Bureau of Community Development, University of Southern Illinois. The present writer recalls its use in 1959 by Miss E. Bates in various seminars.

55. Its 1950 population was 1500 souls.

56. An activity conducted particularly by N.D. Crew, both in the C.D. section and later through residential schools concerned with these skills.

57. Interestingly enough Mr. Gordon McCartney, a businessman, the leader of an initial Grafton group, and a community member of the U.N.E. Council's first Adult Education Committee, was, in 1971, a leading figure at the National Development Conference in Canberra, sponsored by the Australian Council for Balanced Development (See its *Proceedings*). He was at the latter time the Chairman of the New South Wales Development Corporation and subsequently awarded the O.B.E. for such public service.

have already undertaken have demonstrated to those involved in them that local initiative still has an enormous potential. His, typically understated, ultimate sentence ends: 'This is a fact of first-rate importance for rural communities in Australia' (p. 8).

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The 'educative community'.

At this point we may endeavour to assess Nelson's (Madgwick-like) utopian vision of the 'educative community', (to which he had been committed at least since 1948), as one where:

Community is inseparable from adult education. Sometimes, it is true, the individual welcomes adult education as an escape from his community. But ideally our programmes should help to make the community itself educative.<sup>58</sup>

In further refinement, he felt that the distinctive contribution which a university ought to make to a community development programme is 'to demonstrate that the *development of people*, rather than the *development of things* is basic.' (His italics.) But since few Australian adult-educators shared this vision, Whitelock could comment later, with validity, that the New England experiment had had no effect on any other Australian extra-mural department or, for that matter, in any non-university adult education agency.<sup>59</sup> Although he did not disagree with Whitelock's assessment in 1974 of New England attitudes, in 1979 Nelson felt that his own ideas were much in accord with the demands of various community groups then for: television access; conservation; local government organizations; and helpful policies towards Aborigines, the disadvantaged and many other neglected groups. Perhaps, as he later claimed, his ideas and practices were the forerunners of those inspiring the Australian Assistance Plan (1972), or the related Social Welfare Commission<sup>60</sup> of the Whitlam period.

While many of Nelson's local admirers were unsure of the appropriateness or of the interventionist nature of some of his C.D. work -- particularly as when presented simplistically or as glossed by Miss Bates in Armidale in 1959 -- there can be no doubt of his impact and success when all the

58. The reference is taken, for the ease of access from his essay, 'Towards Citizen Participation: Community Development in Australia: Some Reflections', being pp. 163-184, of Dan A. Chekki (ed.), *Participatory Democracy in Action* (1979). The quotation is on pp.174-175, but the words are from 'Annual Report of 1958'. That seminal U.N.E. text is quoted even more extensively by D.A. Whitelock, pp. 275-276 of his *The Great Tradition* (1974).

59. D. Whitelock, *The Great Tradition*, p. 276.

60. See D. Chekki (ed.), (*op.cit.*) , pp. 175-183.

community was behind him, as occurred several times in the years 1956-71.<sup>61</sup> As he himself observed in 1979 (*loc.cit.*), of his difficulty in applying North American or Scandinavian extension concepts in Australia:

The New England program raises the question of the relationship of a university to government and community and the appropriateness of using the community development approach in a university program of adult education. (p.181)

In a question and answer conclusion to his own overview he asks 'Why attempt to change the status quo?' (p. 182), replying that the reasons are: the creation of better environments in Australia for human growth; to help people to assume responsibility as adults; to underpin a stable society by correcting excessive 'representation' by more general participation; and to retain and extend societal faith in the capacity of the ordinary adult 'for growth, understanding, co-operative decision making and joint action' (p. 183). His unanswerable conclusion is to stress the development of human resources to retain 'the values of a liberal and democratic society' (*ibid.*). There is in these several documents no indication from him that this was felt to be undue social intervention or that other bodies existed which might/should perform these functions. And, of course, so many of the post 1975-6 social service departments were as yet to operate in the isolated rural areas. He did, however, believe that the revitalised community could and should 'stand on its own feet'.

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#### International Cooperation and Understanding

A.J.A. Nelson's still dynamic and flourishing career, first as army officer, next as civil servant, and then as innovative adult educationalist, has had running through it as a major theme international understanding and the worldwide practice of democratic government, particularly through grass-roots community participation schemes. Thus, as with his army work in furthering understanding of other ranks about the war and all the countries involved<sup>62</sup>, so he was concerned with many public and grass roots activities of the international relations type from his

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61. See the chapter on 'Rural Adult Education' by Neville Crew in D. Whitelock (ed.), *Adult Education in Australia* (1970), pp. 113-130, for details of other New England schemes not led directly by A.J.A. Nelson.

62. Compare Madgwick's similar concepts both in his contributions to *Salt* and in the general policy of the magazine itself throughout its career.

earliest time in Armidale.<sup>63</sup>

Thus, he had assisted the Institute for International Affairs, and organized what was the University's first international conference, on 'Teaching About the United Nations' in January 1961. The occasion was sponsored by the World Federation of United Nations Associations in collaboration with U.N.E.S.C.O.<sup>64</sup> and the United Nations Association of Australia. Financial support was made available by U.N.E.S.C.O., the Asia Foundation and the Australian Department of External Affairs, - the last sponsor indicating yet again that Nelson's concepts were indeed in harmony with Australia's international aspirations. Apart from the papers by Australian academics, there were like offerings from representatives of U.N.E.S.C.O., U.N.I.C.E.F., I.L.O., W.F.U.N.A. and U.N.A.A., while participants came from eight countries in the Pacific area.

As was commonly the case with other Nelson written reports on seminars, it was stressed that the best work was done in the smaller study groups, and that there had already been much follow-up work from earlier conferences in the countries from which delegates came. He also underscored the recommendations of the Seminar: I, that ... national and regional seminars on the subject of teaching about the United Nations be held; II, that teachers should attend U.N.E.S.C.O. seminars and conferences at both the national and international level ... this being defined as a moral obligation on teachers to attend, and governments to fund; and, III, 'that curriculum-shaping bodies ensure that United Nations [material] ... be included at all levels of education ... particularly primary and secondary' so that pupils are helped to see themselves and their own countries in proper perspective. His report on the conduct of future international seminars (pp. 146-147), included suggestions for follow-up seminars in each of the participating countries, and for making use of young practising teachers as popularisers. It was also envisaged that, after an interval of perhaps three or four years, a further international seminar should be held, on the teaching problems which had 'arisen within the actual experience of each nation in teaching about the United Nations' (p. 147).

He referred to those other and inter-linked U.N.E.S.C.O. seminars in Australia, from the first, in 1949 dealing with Teaching About the United Nations and its Objectives, to those concerned with Museums, Art, Music, Drama, and Mathematics in Secondary Schools. He then showed how the Melbourne Seminar led from the 1947 Seminar at Sevres (near Paris), and

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63. Like A. Eberle before him, he caused his department to foster the regular meetings in Armidale to study International Relations.

64. Dr. M.S. Adiseshiah, Assistant Director General of U.N.E.S.C.O. attended and gave a paper.

from the 1948 ones in London and in New York. Although not stressed here, his analysis showed certain 'flow-on' linkages overseas, as between international understanding and teacher training. The programme as conducted had few lectures but much group work with 'very definite targets and projects', and it resulted in two publications<sup>65</sup>: *Teaching About the United Nations - A Practical Guide to Teachers*; and *Towards World Understanding - A Handbook for Youth Leaders*.

His remarks (pp. 3-4) on the 1960 U.N.E.S.C.O. Seminar concerned with Drama and Education reveal Nelson's informed interest in theatre<sup>66</sup> and its stage equipment, and stress anew the crucial importance of group work generally, and how it is possible for an educative seminar to have real impact and to generate shock waves through the social system. Commenting upon three regional seminars held in Australia, Nelson first discusses the 1957 Sydney Seminar on the Teaching of Foreign Languages (a sequel to one in Ceylon in 1957) as drawing in language specialists from ten countries in Australia's region. Then he looks at the Multiple Class Teaching Seminar<sup>67</sup> lasting six weeks and held in Grafton. It was attended by educational administrators<sup>68</sup> from 13 Asian countries, all concerned to obtain 'a knowledge of the techniques used in the one teacher school' in Australia, in order to assist with the development of systems of primary education in their own countries.<sup>69</sup>

65. This is one of the most explicit passages on Nelson's belief in the crucial importance of publication of the results of a school, seminar or task force. Not all his New England colleagues have seen this dissemination through print as imperative.

66. In a very real sense through his specific and acknowledged sponsoring of both the staff company, the University Players from 1957 and the Residential Drama Schools (directed by J.W. Warburton until 1964), Nelson may be seen as drama's most constructive early patron within the University. He also supported in person amateur drama in Lismore and elsewhere on the Richmond-Tweed and was behind the 1968 appointment of Tom Keneally as Lecturer in Drama in the Department. For this last, see the earlier parts of J.S. Ryan, 'Thomas Keneally in Armidale', *Armidale and District Historical Society Journal and Proceedings* 15 (1972), pp. 80-90.

67. A pioneer and exciting experience for Grafton at that date.

68. This, like W.G. Walker's Namoi Region pilot classes in the subject the year before, may be said to be the beginning of the University's fostering of the discipline of Educational Administration. (See below, n. 91)

69. Its (unexpected) breadth is revealed by the title of its Proceedings, namely *Report on the Regional Seminar on Multiple Class Teaching for South and South East Asia* (Unesco ED/162).

### Local Government and Decentralization

Another strand of his early and seminal New England work is that concerned with Local Government and Decentralization. Thus he introduces the volume, *Proceedings of Local Government Conferences, Armidale and Taree, 1958*, stressing the importance of the lectures, 'Decentralization' and 'Planning a Country Town', and recording that 'both conferences agreed unanimously that this Department should endeavour to arrange further similar conferences'<sup>70</sup> (p. ii). *Decentralization and Local Government* is the title of a like volume (issued from the University's Lismore office), which was the 'Proceedings of Two Residential Conferences' of 1960, held respectively on the Northern Tablelands and on the Far North Coast. While its date and membership might suggest some 'New State' dynamic - witness the participation of P.A. Wright, Ulrich R. Ellis, W. Davis Hughes,<sup>71</sup> etc., - it really conformed to the widest sympathies and intense desire for personalization of government so dear to the heart of their director, A.J.A. Nelson. As he said, in introducing these *Proceedings*:

There is no more pressing problem in the field of government in Australia than that of restoring to - or developing in - our rural communities a feeling that local initiative really matters. (p. v)

He also referred approvingly to the imaginative and realistic views of the lecturers (*ibid.*), a group including: the Labour leader, the Hon. A.A. Calwell (Canberra); U.N.E. Professors J.P. Belshaw and J.N. Lewis; and many persons prominent in local government in New South Wales. As with other such Nelson-led seminars there was a powerful concern for: the quality of life and the means to this end; the social implications of decentralization; economic aspects; political aspects; the decentralizing of secondary industries; developing rural roads; and the production of better people. The moral core to the whole seminar was well focused by the Bishop Moyes of Armidale<sup>72</sup> (already referred to above, viz.:)

Centralization ... means loss of full personal fellowship ... loss of family sense, loss of health, loss of life, loss of the development of child life in its fullest completeness, loss of a sense of responsibility and personality, and loss of independence ... (p. 6).

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- 70. He actually ran these himself and most of the similar 'government' conferences of the next 4-5 years.
  - 71. He was long the State Member for Armidale and a Country Party stalwart and later its leader, a U.N.E. Council member, etc. Later, as Sir William Davis Hughes, he would act as Agent-General for N.S.W in London.
  - 72. Soon to become Deputy Chancellor of the University.

Similar work of social challenge to isolated rural communities would continue early in Nelson's time at such places as Deepwater, Manilla, Maclean and Dorrigo, but the project leading was necessarily done by others, usually the regional officers in question, who would focus on an 'Our Town'<sup>73</sup> theme.

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The formative educational experiences and early U.N.E. work of A.C.M. Howard<sup>74</sup>

The first of the regional offices of the fledgling University, and then longtime Deputy to A.J.A. Nelson, was A.C.M. Howard (1906-1984). Like many of the early appointees to the Department, he was a man of strong character and deeply held personal convictions. He had been on the staff of the Armidale Teachers' College from its inception in 1928 until 1948, was a local Inspector of Schools from 1948 till 1955, and then served as the University's Namoi (Tamworth based) Regional Director of Adult Education, and Assistant Director of the department until his retirement in 1972, acting as the Director of Adult Education for four years in all during that period.<sup>75</sup> It is not possible to divorce his educational career from either his life in music or from his devoted community service from his earliest years. In the following account the personal details have been assembled largely from the various remarks made in the untitled memoir<sup>76</sup>, which

73. Use of this phrase from Thornton Wilder proved particularly effective in community arousal, as in Maclean, or the 1967 moves towards a 'Night Tech' at Dorrigo.
74. A more detailed account of his early career may be found in the survey by the present writer, 'A.C.M. Howard and the Armidale Teachers' College (1923-1948)', pp. 60-73 of *A.D.H.S.J.* & P. 29 (1986).
75. The sources of this section are (i) the 'Memoir' left by A.C.M. Howard at his death (see below); (ii) the funeral oration, a text of which was provided by his former secretary, Mrs Jean Wright of Tamworth; (iii) various records made available by the late Dr. T.C. Lamble, Registrar of the University; and (iv) personal knowledge based on a friendship from 1959 to 1984.
76. The text was put together in 1978 from diaries and other memorabilia. The untitled typescript of 253 pages was corrected by its author not long before he died. Permission to quote from it has been granted by Mrs. M. Howard of Tamworth and Associate Professor Ross Thomas of Armidale. The latter agrees that the title should, perhaps, be 'Recollections of a Former Inspector'. Since it covers only part of the first half of a career in education, the present writer has given it a short title. '(Early) Educational Experiences' -

Campbell Howard left at his death. There the College time is referred to in some detail in support of a larger thesis, concerned with his perception of the bureaucratic and centralist nature of the state Department of Education in the years 1924 to 1955. [It may be noted that many quoted references move back and forth from within his polemic text.]

Campbell Howard was born in Ballarat on 8 June 1906, as the only son of the fundamentalists Albert and Gertrude Howard. In late 1923, since his matriculation did not contain Latin, he was denied entry to law. In January 1924 he accepted a Teachers' College scholarship, entering Sydney Teachers' College that year. The early part of his memoir (pp. 10-11) stresses the inadequacy of that College in the training of teachers, noting that its principal, Professor Alexander Mackie, was rather concerned 'to continue the education of those who intended to be teachers'. Howard did, however, enjoy his time spent in the study of music.

In 1925 his musicianship was much advanced by the efforts of the Supervisor of Music in the Education Department, and he came to grips with the problems of training the voice, the ear, and establishing an ability to read and appreciate music'.<sup>77</sup> After Drummoyne School (1926-7) in 1927 he was seconded from normal duties to ensure 'that there was uniformity in the rendition of the songs' (p. 5) for the assembly of school children to entertain the Duke of York after he had laid the Foundation Stone of the Federal Parliament House in Canberra. Arguably, this particular event gave him a taste for spectacle and grand occasion, which style was to be the hallmark of his community and University service.

On the first school day of 1928 Howard was sent to the Demonstration School of the new Teachers College<sup>78</sup> to be established at Armidale.<sup>79</sup> (*E.E.*, p. 7) and was for two years a part-time teacher at the Demonstration School and a part-time lecturer in music at the Teachers' College, becoming in 1930 a full-time lecturer. In a later reflection he gives his own

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..... continued

abbreviated to 'E.E.' and so designated wherever ambiguity as to source might arise.

77. *E.E.*, p. 12. He had a life-long concern for precise vocal articulation and for training choirs to read music.
78. It was temporarily conducted in a now demolished building in the grounds of the Armidale Public School. In 1978, on the fiftieth anniversary of the opening A.C.M. Howard attended a memorial function at the site.
79. Living in Armidale had made A.C.M. Howard a 'man for the country' and his writings show a continually evolving philosophy of decentralization. See, for example his paper on Community Development in *The University of New England Bulletin* No. 9, January 1963, pp. 3-5.



version of that unique College's founding.<sup>80</sup> 'The College was established because D.H. Drummond, the local [Armidale] member, had as his first portfolio that of the Ministry of Education. He was determined to decentralize education, being a member of the Country Party. (E.E., p. 62) Howard believed that this college, unlike Sydney's, would be primarily concerned with proper training of young people as teachers. (p. 63)

Another aspect of the early College is also recalled by Howard, namely the period of its protection by S.H. Smith, the Director of Education to whom the Principal C.B. Newling<sup>81</sup> had only to go and things would be done. He reflects on the 'threatening'<sup>82</sup> and autocratic changes that occurred on Smith's retirement in 1929.

[Then] the college was virtually unknown as far as "Head Office" was concerned. Shortly after the new Director-General and two other inspectors from head office, visited the College. They sat in on lectures; they investigated programmes ... There were at least half a dozen of my lectures at which these men from "Head Office" were present. (*Ibid.*)

These presences from a hitherto remote Head Office he found deeply distressing, not least because of their implication, both then and many times subsequently, that he should transfer his loyalties to 'something with which I had very little affinity'. A little later, at the Demonstration School he had been inspected by the Department Inspector based at Tamworth, an event described thus:

George Martin was a most forbidding gentleman. ... I recall that his inspection report severely criticised the three subjects ... He had never seen any of the work in those subjects nor had he discussed the subjects with me. He had been allocated the duty of inspecting all those who were part-time at College and part-time at Demonstration School and in each instance he was severely critical of that person. (E.E., pp. 58-59)

One of his colleagues, equally brutally treated then was Charles Ebert who was to become Headmaster of the Demonstration School, an Inspector of Schools, an Area Director of Education (at Lismore), and, later, a member of the Council of the University of New England and of its Adult Education

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80. It is instructive to compare much of this 'internal' account with E.S. Elphick's 'The Establishment of Armidale Teachers' College', *Armidale and District Historical Society Journal and Proceedings*, No. 17, 1974, pp.60-72.

81. The general tone of E.E. would appear to indicate the writer's feeling that C.B. Newling had worked to keep him at the College. Similar motives are also attributed to David Drummond, obliquely at least.

82. E.E., p. 63.

Committee.<sup>83</sup>

Cam Howard, married in 1932, had already deeply involved himself in the greater community world of the arts, in journalism and in reporting on cultural events, in Service organizations,<sup>84</sup> such as the Armidale Apex Club, Lodge Unity Armidale and Church activities, and as an adjudicator in eisteddfodau at many levels,<sup>85</sup> conducting the Armidale Musical Society and choirs at the College,<sup>86</sup> and, from soon after its foundation, at the New England University College. On the sporting side<sup>87</sup> he played First Grade and regional representative hockey, and was interested in the early days of Rugby in New England.

He was seconded from the College to the position of Acting Assistant Supervisor of Music at Head Office,<sup>88</sup> in Sydney studying harmony and counterpoint with Christian Helleman and Alex Burnard. His work in Sydney was a considerable challenge, not least because of the lack of any real attempt on the part of the Sydney Teachers' College to train (music) teachers<sup>89</sup>. He contrasts this, reflectively, with his own policy and practice to that date:

At Armidale Teachers' College the programme was drawn up with the primary school syllabus well in mind. The content of courses was a tertiary treatment of the material that would be in a primary school programme ... The primary school music syllabus was not drawn up for a specialist teacher's implementation. It was drawn up for a teacher who had had at least the three hours lectures each week and this every student at Armidale Teacher's College had had in the twenty years I was on the staff. (E. E., p. 11)

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- 83. He was thus in close professional contact with A.C.M. Howard for more than 40 years and supportive of all his friend's activities.
  - 84. Late in his life he showed the present writer his vast index of 'what he had said to whom and when'. He was Foundation President of the Armidale service club.
  - 85. Apart from choral work in many places, he was the adjudicator in speech in many centres such as: Taree, Moree, Inverell, Narrabri, Kempsey and Aberdare, as well as for the City of Armidale and for the National (Canberra) competition.
  - 86. In the early 1960s he would still drive up to Armidale weekly to conduct the University choir.
  - 87. These interests are given in Mrs J. Wright's notes appended to the Funeral Oration. His rugby interests made him an early friend of I. Sinclair, later to lead the National Party federally.
  - 88. E.E., p.9.
  - 89. *Op.Cit.*, p. 10.

His Sydney job was 'to inspect and advise ... on the music in each class' (E.E., p. 14), but he soon found the level of primary music teaching in the metropolitan area to be very low. He was, too, soon allocated to the panel providing the then novel school musical broadcasts, and he needed to spend several days each week in preparation and in live presentation of the broadcast. (E.E., p. 15) He also managed to fit in an occasional country speech or music competition, and in January 1939 and January 1940 he conducted the Teachers' Summer School,<sup>90</sup> and also began his (lifelong) work of conducting massed choir concerts for children.<sup>91</sup>

A particular feature of that time was his regular popularizing work on the music page of the *School Magazine*, published ten times a year. This page was usually devoted to the publication of a song, but he managed to get the 'page' to run over to two - including a song, some typical sight reading exercises, something on musical appreciation and even a musical crossword puzzle. (E.E., p. 18) He decided in later 1939 to apply for the permanent position (of Assistant Supervisor of Music) in Sydney,<sup>92</sup> but it went to a younger and much less experienced man, and so he returned to further service in Armidale. These years were particularly important for: Howard's closer identification with the culture of the region; his literary studies at the tiny University College, which would give him an Honours B.A. of the University of Sydney; his conducting afternoon and evening tutorials in English at the University College;<sup>93</sup> his support of School Bands, in the Armidale region; and his invited direction in Sydney of various seminars for teachers of primary school music. That he was a much better teacher in the country than the city is suggested by a late 1940 letter from the then Director-General G.R. Thomas, which concluded

90. He would later direct and conduct at the very large Summer Music Schools for the University of New England from their inception in the later 1950s until their termination nearly twenty years later.

91. He later participated in the U.N.E.S.C.O. regions (i.e. Australian) seminars in this field, particularly from 1956. Thus he overlapped with Nelson in this aspect of U.N.E.S.C.O. activity. He worked with the A.B.C. for almost 40 years in all, for the great bulk of the time in the north (west) of N.S.W.

92. He encountered on the Board, A.W. Hicks, who had been District Inspector of Schools at Armidale when the College was established. *Op. cit.*, p. 38. Various references to the sympathetic work of Hicks in Armidale are given in the latter part of B.A. Mitchell's 'Armidale and a Bush School: Ben Venue, 1899 to 1929', *Armidale and District Historical Society Journal and Proceedings*, No. 21, 1978, pp. 110-117, and there are remarkable tributes paid to him by D.H. Drummond at many points in the latter's *A University is Born* (1959).

93. E.E., p. 49. Both as student and teacher of English he was a contemporary of G.A. Wilkes (later Challis Professor of English at the University of Sydney) and often spoke of their joint interests, particularly in the fostering of the study of Australian literature.

I think sincerely that you are in a job in which you can render the best service. Training men to train children is even to be preferred from my point of view, to testing men's ability to train. Yours is the creative rather than the critical side to things. (E.E., p.45)

In late 1946 he was told that he was wanted for the staff inspecting schools from the end of 1947, C. Ebert going there at the end of 1946. (E.E., p. 49). Soon afterwards there came a formal offer of an inspectorate and the 'commissioning' meeting with a Public Service Board consisting of one member, again Mr. Alec Hicks.

He had quite a lively discussion with me. He expressed his pleasure that I should do something positive to raise the standards of speech ... and to increase the level of efficiency and enjoyment with which music was taught in our schools. (E.E., p. 54)

Although Campbell Howard was an inspector for seven years (1948-1955) - for almost all of which time he was based in Tamworth - he was not happy in the service, and so it was with a sense of considerable relief that, in 1955, he accepted the post<sup>94</sup> of Senior Lecturer in Adult Education, again based in Tamworth, for the newly autonomous University of New England.

While many may choose to see the last Howard career in non credit adult education as a separate one, distinct from his College years, the two are a seamless whole, as the developing philosophies of 'Educational Experiences' make abundantly clear. These are nowhere more lucidly put than in the words of the 'biographical' paper<sup>95</sup> which he contributed to the Inspectors' Conference in 1950.

If, ... as the Preface to the questionnaire on Syllabus Revision (1948) makes clear ... personality was of major importance in the primary school I was led to believe that pupils with good personalities can only come from contact with teachers of good personality.

My long experience as a lecturer at a Teachers' College with the regular visits to practice and demonstration small schools attached to the College ... had caused me to believe in ... personality demands. ... Whatever techniques a teacher may possess - they will be the worse if there is an unsatisfactory personality adjustment to ... 'The Small School'. (E.E., p.73)

There followed an appeal that adequate and creative supervision must concern itself with facilitating the teacher's adjustment to the geographical environment of the particular 'small parochial community'

94. Documentary records of U.N.E. would suggest that the post was offered by Dr. Madgwick, with A.J.A. Nelson's approval.

95. This unpublished paper - refused because of its educational heresies - is summarized in *Educational Experiences* (pp. 73-77).

(p. 74). This section is of great significance since it is, in a very real sense, the educational credo of Howard as the educator of adults. His prose style here - and elsewhere when he was aroused - takes on Biblical overtones which are totally consonant with his lifelong Protestant Christian work and witness.

His description of the ideal teacher would, surely, apply also to any sensitive (adult) learning facilitator or community developer:

He must be in and of that community without patronising his inferiors or becoming obsequious before the power of wealth or of that single dynamic person who is present in all communities. In so many activities of his community he must be a leader and very frequently he is an advisor and a confidant. (E.E., p. 63)

He also admits that often such a bush community is 'an isolated one, morally moribund, culturally crude, recreationally retrograde'.

His past (1950) and present (?1980) roles coalesce as he warms to pedagogic philosophy -

In supervision I do my best to assist the teacher, especially the young teacher, to understand his community. ... As far as it is possible I have, before entering the school, tried to find out the idiosyncrasies of the community. I am learning, just as the teacher is, how the community<sup>96</sup> thinks, feels, wills.

Howard had also suggested to the (isolated) teacher the desirability of his compiling a 'homestead history', and the worth of the necessary and fascinating study of local geography, geology and history. He also quoted, with total approval of its application to all education, A.N. Whitehead's dictum - 'moral education is impossible without the perpetual vision of greatness' (E.E., p.74).

Later, in 1953 he was asked for a contribution by the editor for *The Journal of Inspectors of Schools*, but his piece was not published because of its seditious and fiery manner, as in -

It is suggested that the true concept of supervision can never be translated into action under present conditions. Supervision is a democratic concept, inspection is an authoritarian concept. Inspection is an integral part of the overall organization of Education in New South Wales; supervision is alien to that organization. (E.E., p. 79)

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96. In one instance he had borrowed an M.A. thesis in social anthropology from Professor A.P. Elkin (Sydney University) to assist a teacher with understanding his own community.

At the University of Melbourne<sup>97</sup> in study for his Bachelor of Education he had been exposed to the thought of Dewey and was fired by his ideas of the individual's responsibility in an enlarged and complex world. Howard was even more excited by W.H. Kilpatrick's experimental project methods and of the notion of the consultative role of the teacher, and so his own ideas of learning are essentially creative and dynamic. He was, too, at one with Kilpatrick's concept of the teacher's role as that of guiding rather than compelling, instructing rather than indoctrinating. He refers (p. 80) quite explicitly to his mentor's thought in his 'Principles of Community Living', i.e. that the adults of a community might well co-operate with their young people in the planning and carrying out of community activities. And so it was the obvious resultant of both his Armidale experiences and his part-time studies from Melbourne,<sup>98</sup> that he would spend the last 30 years of his life on a larger stage putting into practice his now fully evolved perceptions of practical community service and education.

His resignation from the school inspectorate and turning to full time adult education was the inevitable consequence of his lifelong impatience with 'Head Office', the mindless bogey that has blighted so many ideas and lives as his memoir - (or is it a case history of maladministration?) - underscores continually. His abortive article of 1953 had contained the sentence - 'We shall be forced to continue to inspect, no matter our title, until administration permits supervision.' (E.E., p.80) And so it is not surprising to find him, a few years later, running schools in Tamworth for young teachers on the topic of 'Educational Administration'. In one in 1959, he was assisted by A.R. Crane and a certain Dr. W.G. Walker. This last point is one of vast importance for the fostering of the whole field of benign educational administration and, in particular, for the preparation of 'better headmasters for better schools'. What also emerges clearly from the memoir is his admiration of: Kandel's lucid analysis of Australian education; Sir James Kay-Shuttleworth's splendidly liberal notions, in the mid-Victorian period, as to the democratic and autonomous nature of English elementary schools; and of the various rousing debates in

97. By a strange coincidence he had been stimulated by the same ferment of ideas from Dewey and Kilpatrick, at the University of Melbourne, as N.D. Crew and J. Crew (the reformist Dean of the Faculty of Arts in the 1980s) would be later in the decade. Books seemingly familiar from Howard's retrospective would include: Kilpatrick's *Education for a Changing Civilization* (1926), *Education and the Social Crisis* (1932), or *The Teacher and Society* (1937) - or John Dewey's *The Quest for Certainty: A Study of the Relation of Knowledge and Action* (1929).

98. His professor at Melbourne was George Browne, under whose guidance he had completed a First Class Honours Bachelor of Education, won the Childers Prize and been recommended for doctoral work at U.C.L.A.

the House of Commons, notably in the mid-1940s, on the democratization of education in Great Britain.

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This 'preamble' to the formal adult education work of Campbell Howard's Tamworth years is not really what it seems, but, like his own text, rather a probing career *apologia*,<sup>99</sup> revised but a few weeks before his death on 27 May 1984. It was his long time at the northern experimental College which transformed an awkward post-adolescent into a fighter for community and democracy, expressing every day his love for his fellows. He wrote long ago that 'In a democratic situation it is only after the event that one can say that leadership has been exercised.' In the poignant chronicle of his seditious years there occurs another relevant example of his finely rhetorical yet so persuasive bursts of good talk, always morally concerned and full of courageous Christian witness:

[We aim at] a rejuvenation of Australian democratic practice and living. But there arises the old bogey. 'There must be a Head - a Boss - a Chief!'... But democratic leadership has certain peculiar qualities. The Americans and English have long realised (what we have either forgotten or never knew) that democratic leadership is not the property of position but of a person in a position in a particular situation. (E.E., p.82.)

And thus it occasions no surprise to find him accepting, the position of Senior Lecturer and Namoi Regional Director of Adult Education at Tamworth.<sup>100</sup> His career to that time had all been in the bush, or, rather in New England and the North-West, and so he, once a city-boy, had come to 'a sense of the life-style of the back-blocks' and to a complete conviction of the social and moral need for all to have a say in the determination of policy. This and his 'inbuilt sense of community responsibility' made him the natural adult educator, content now to work all his days in the north, where 'you can make your job for life.' His text's concluding sentence relates to his moral of the totally happy man, a teacher in the bush, integrated, autonomous, isolated in the tiny community of Hallsville from the machination of Head office, and one who so zestfully 'got on with the game.' (p.253)

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99. His deeply religious sense of vocation and moral responsibility is caught in the words of his Armidale Teachers College anthem's lines:

Pressing on in our high calling  
Leaving every baser thing.

100. He was in, effect, Assistant Director to the whole Department from the beginning, and long its enlivener by coming to its seminars up till 1983.

In a measure, Campbell Howard's early (1956-1960) adult education activities - and indeed, all the rest of his multifarious yet linked activities - had been predicated by his long northern apprenticeship of some 27 years. There were already in place: the moral and religious philosophy of the worth of the individual; the social (and political) dislike of centralist bureaucracy, becoming in later years an almost paranoiac dislike of 'Armidale' and of his own Department's senior administration; and the love for making music, conducting (school) choirs, and projecting himself in music schools and competitions, in service organizations and through the media. The early years had a certain predictable pattern to their activities,<sup>101</sup> with regular classes: in musical appreciation;<sup>102</sup> on the function and style of the various parts of the orchestra, on speaking and writing better English; on the problems likely to be encountered by (young) teachers in the community; and on many rural themes and issues. But he was also a good listener and so his own tastes and training did not dominate the content of his programme for long.

In a very short time it became obvious that Campbell Howard had really succeeded Arnold Eberle as the entrepreneur for the community rural schools, particularly those held in his own area, 'west of a line from Murrurundi to Boggabilla and north of a line from Murrurundi to Cobar', and he was soon devoting almost half his time to these enterprises. They are well described by him in the 1958 Departmental Report (p.2) as 'The Local Adult School (or Conference)':

Our 'local adult school' is virtually of a few days duration. It is held at a rural centre and caters for the people of the surrounding district who may travel in to the school by day for a single subject, as, for example local history at Moree in 1958, or for several interests, as at Quirindi where those who enrolled had the choice of a course<sup>103</sup> in rural science and agricultural economics on the one hand or child study and interior decorating on the other. We have been careful to ensure that teaching at these schools is competent and at a good level; otherwise we would not feel justified in calling busy adults away from their normal vocations for several days. Our

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101. See the files of the Adult Education Committee, 1955-1964. [U.N.E. Archives].

102. Later questioned by the University on the very dubious grounds of the 'sameness' of content.

103. It was long a joke in both community and department circles that farm men might take B (i.e. liberal/cultural) segments, and a (considerable) proportion of women attend A (rural/practical) lectures of interest, although officially enrolled in the other stream.



experience<sup>104</sup> over several years encourages us in the belief that schools of this type ... fill an important need and might well be the basis of quite significant developments in our programme. The following general observations will give an indication of developments so far:

- \* Interest in the schools has exceeded our expectations: in 1958 there were, for example, 202 enrolments at Moree, ... 232 at Coonamble.
- \* The schools have been planned in close association with representative local committees.
- \* There is evidence of prior reading in the subjects on the school agenda,<sup>105</sup> and the subsequent demand for copies of the printed proceedings<sup>106</sup> and other reading matter indicates continuous activity.
- \* We are at present working on the problem of providing facilities for further reading and discussion to persons who have attended<sup>107</sup> either local or residential schools, and we are also endeavouring to improve our conference planning by providing for a greater amount of student participation.

These local schools, for which there was always a waiting list of communities, both challenged and stimulated all Howard's being. Many of his later music schools in Armidale, coming as they did after his own ill-health and other personal setbacks, had to them less of the early challenge and of the flamboyant answer or response, and more of Howard as the professional maker of music. They were underpinned by his Namoi weekly classes. (See Appendix C.)

104. This section was written by C. Howard although the whole report was really from the Department. Like the 1962 *Report*, - when A. Nelson was also away - there is a distinctive Howard practical style to the writing, as contrasted to the more philosophical Nelson manner.
105. This was much assisted by Howard's weekly Broadcasts over 2TM (Tamworth) from 1956 and (as relevant) over 2RE (Taree), 2MO (Gunnedah) and 2VM (Moree) from 1957 (all time being given free by the networks). Those fortnightly 15-week runs concerned with Residential Schools, Discussion courses, External Studies, Your University, etc. were styled 'You and the University'. Those aimed at women - in the alternate weeks - were of like length and entitled 'The Child at Home and at School', were very wide ranging and could be on such themes as 'Keeping Creative Talent Alive' or 'Jesus as a Teacher'.
106. This tended to relate less to the longer, summer residential schools at Armidale, and more to the agricultural aspects of schools 'near home'.
107. Later these problems were addressed by teaching departments, e.g. Farm Management, or by specific research units like the A.B.R.I. and K.R.A.U./A.R.A.U.

While it may seem premature to qualify the Howard achievements in the Namoi region, it is clear that their pattern and range was, to some extent, at least, determined by the Sydney-inherited class habits of the Department and by the previous career interest and contacts of someone who had already been in one profession of teacher education in the general region for more than half of his likely working lifetime.

The area involved was itself enormous, the support staff was only one secretary and the local office accommodation was still very cramped, but the officer was also convinced that he had a responsibility to represent the university and all aspects of higher and further education to every inquirer. His many hundreds of broadcasts, newspaper articles and visits to the 'outstations' of his province were all too likely to sap his health and probably contributed to the slow-down forced upon him in the early 1960s. Yet there is no question that his fiery and colourful style made a remarkable impact on the general public second to no other individual's in those early years of the new University. Of course, there is the more than valid defence of this pioneering and even brainstorming phase, - akin to the work of Arnold Eberle, - as its being one of stimulating community concern and interest, quite as much as of devising and offering a strong, relevant and attractive programme. He was, whether he knew it or not, another of those 'missionaries who don't become bishops', and he would never come back to the main university with any degree of ease. Perhaps more than any of those who succeeded Eberle, he both knew his region and its needs well before he assumed responsibility for its educational and cultural enrichment. He was also very clear as to things which he could do well and which he felt the public of the north and northwest to need so desperately. He was also unique in the length of the period of his only regional placement and of his residence in the one place - more than 35 years in all. For he never ceased to be 'the University in Tamworth'.

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#### Professor Baker's visit and advice, and the Clarence Exercise

After his own 1952-53 visit to North America and other countries to investigate current extension activities, Dr. James P. Belshaw, head of the then University College's Department of Economics, had written up his experiences in a long document entitled *Report on the Establishment of a Faculty of Agricultural Economics* (U.N.E., 1954), to which Madgwick, as Vice-Chancellor, contributed the Foreword, in which was stated:

The University of New England is the only University in Australia situated in a rural area [and so...should specialize in studies related to the primary industries...The Report...will be of significance...to a host of institutions...I hope it arouses in Australia as a whole a wider consciousness...and, in particular, I

hope it stimulates developments within this University.  
[ 'Foreword', p.ii]

A consequence of this report's favourable reception was that A.J.A. Nelson had invited to Armidale in 1956, as a Carnegie Fellow and consultant on adult education, Professor W.B. Baker, the Director of the School of Agriculture at the University of Saskatchewan and Chairman of the Saskatchewan Royal Commission on Agriculture and Rural Life. Baker was first involved in Armidale with all the heads of departments of the new Australian university itself. Then, in the spring of that year, the university-inspired Rural and Businessmen's Committee, an organization formed to promote research and extension in the Clarence Valley from a base in Grafton, had worked with Professors G.L. McClymont, W.B. Baker and others to try to solve their own immediate problems. Baker's lectures and report of appraisal, Nelson's follow-up work as general consultant, and the success of the whole programme, had proved highly stimulating to various groups. Yet the seeming effortlessness of this complex process belies the great difficulty and sensitivity of this operation, crucial to the 'selling' of the University to ordinary folk in a demoralized area. Yet it was also an obvious catchment zone for future students, and as one of the adjacent regions which should look to the New England University for help with its social and economic problems. The background circumstances of this enterprise, touched on already, need to be teased out more carefully.

Dr. Madgwick's Address of September 1956, and a Pamphlet

In Grafton in June of 1956 there had been a regional School on Beef and Dairy Cattle Husbandry, conducted by the University of New England and by the then recently formed Grafton Adult Education Committee. This event had been assisted: by Sir Earle Page (as the Federal Member for Cowper); Mr G.J. McCartney; and then by Professor W.B. Baker, who had gone into the field and talked to farmers and others in small groups, raising public hopes in a region long subject to disastrous flooding, agricultural pricing setbacks and considerable population erosion.

Dr. Madgwick himself then visited the region in mid-September and discussed with the people the nature of the problems faced and how they might be tackled in a fashion<sup>108</sup> both scientific and practical. The

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108. After Baker's return to Canada he sent, to Dr. Madgwick, on January 18, 1957, a long letter (of 10 pages, foolscap) with his analysis of the university's possible extension role. He had been invited initially by A.J.A. Nelson, because of his particular expertise and the general social parallels between his own university and the University of New England of: vast distance, sparse population, etc. as between the two regions, Northern New South Wales and Saskatchewan. Since Carnegie had funded his visit, the whole exercise had thus commanded that much more New England respect.

following sentences are excerpted from the Grafton *Examiner's* interim report of 21 September 1956 (p.3):

*Only by Co-Operation*

Dr. Madgwick said that the problems which faced the community could be solved only by all concerned ... [not] ... the scientists ... the technicians, [nor] the farmer working on his farm alone ...

There was a desire on the part of the people to do their part in bringing forward their problems and attempting to solve them.

The University was ready and willing to do its part for the people in attempting to find solutions ... the university was but one of the many agencies whose efforts were directed towards the finding of solutions for problems confronting the community ...,

the whole work could be made effective by the whole-hearted co-operation of the people [the organisations] desired to assist ...

the most difficult problem for a community was to decide and agree - what steps were to be taken for a solution ... the driving forces had to be based on tolerance, sympathy and understanding ...

Dr. Madgwick offered to the meeting the full forces of the university.

He felt that in the Clarence Valley the university could have a pilot project which would...act as a basis for solving problems in other states.

He suggested that as a first project they undertake to find a solution to the dairying and beef cattle ....

This press report, widely circulated in the Clarence Valley - and then reprinted in various participation-arousing pamphlets - both sets the scene for the University's contribution, and shows how Madgwick had not forgotten the methods of his own more active earlier career, notably in his concern for democracy and its equity being available to all men.

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While the newspaper item contains a mix of simplification, organizational pledge and sweeping claim, it was an excellent way to set the scene for the small but elegantly printed pamphlet,<sup>109</sup> written and signed 'A.J.A. Nelson, The University of New England'. Its title was *Six Questions about Community Development in the Clarence Valley*, and in a summary-box on the first page Nelson said that he would 'like to raise and answer six questions that seem important to me and I think that most people in the Clarence Valley will think them important, too'.

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109. It was neatly folded, with four sides/pages and printed by Grafton's *Daily Examiner*, (itself owned by E. Page).

1. How did it all begin?<sup>110</sup>
2. What has the Rural and Businessmen's Committee to do with it?<sup>111</sup>
3. Will the University help? [Yes, as promised by Dr. Madgwick at a representative meeting in Grafton in September.]
4. What is the next step? [To solve 'on the farm' problems first and large community ones later.]
5. Who will control the project? [the people of the Clarence will develop and control their own community development project.]
6. Who will benefit and how? [Every family in the Clarence Valley could benefit materially.] .....

But more important to my mind, they will almost certainly benefit from the experience of working together for the common good in an atmosphere of tolerance and understanding. And in the process they may build more vital and interesting communities ... from which the young and the adventurous may not feel it necessary to seek a way of escape.

While the comment following the sixth question is very close to the concerns expressed by Page nearly 40 years earlier, it is also phrased with the warmth and compassion at the heart of all Nelson's, more compelling, writing.

If this brief document was for public consumption - and thousands of them were printed - apart from its being the genesis of the Department's Community Development work, the visit itself of Dr. Baker and his own further pondering on all the activity of the staff in later 1956 are very carefully assessed in his report-letter to Dr. Madgwick, dated January 18, 1957. The closely reasoned text of Baker's may be held to be the philosophical basis for the building<sup>112</sup> of the whole extension activity of the Nelson period and beyond. Its main points from the dense text may be clustered thus:

#### A. The New England Scene in 1956-1957

- (i) your University already has 'amazing staff agreement and understanding' of adult education (p.1);

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110. He refers to the June School held in Grafton.

111. This section discusses the addresses of Professor Baker of Canada and Professor McClymont to over three hundred people in August, under the auspices of the Committee.

112. There were a number of quietly-phrased cautions, but these will be referred to in a later chapter. Arguably Baker had already anticipated the future N.S.W. pattern of country provision of adult education from many sources other than the University itself.

- (ii) 'the policy of establishing an extension center at Tamworth and the projected center at Lismore certainly goes a long way toward compensating for the distance factor' (p.3);
  - (iii) 'the policy of insisting on systematic instruction' rather than general lectures assists the wise and 'rationed' use of personnel (p.2);
  - (iv) the Sydney-style emphasis on the 'traditional formal lecture' limits the stimulation in the student of 'self-critical attitudes towards their own contributions' (p.4);
  - (v) 'You may want to consider the merits of appointing an advisory Board to the Department of Adult Education as a means of increased public support and understanding' (p.8);
  - (vi) 'an early and consistent emphasis should be given to building up the social science departments particularly sociology,<sup>113</sup> social psychology, anthropology and agricultural economics' (p.8);
  - (vii) the Grafton programme is 'exceedingly difficult as a 'pioneering effort' because of its potential size and the risk of its taking too many resources (p.9);
- and (viii) 'You are indeed fortunate to have men of the calibre of Nelson and Howard working with you' (p.10).

#### B. An Adult Education Department in a 20th Century University

Such a department should:

- 'seek to provide a scientific research, training and consultation service ... leaving to other agencies the routine educational and developmental activities necessary to a dynamic democratic society' (p.1);
- 'ration the limited resources of subject-matter' (p.1);
- 'develop the research,<sup>114</sup> training<sup>115</sup> and consultation emphasis in the field of adult education process' (p.1);

113. Planned to be in the Faculty of Agricultural Economics and not really teaching in Arts until, a decade later, and, significantly, after Madgwick's departure, Walter Goldsmith (see n. 4 to Appendix C. at the end of this thesis) was for five years 'a social scientist with the American Department of Agriculture'.

114. Research into a.e. would begin with D. Whitelock and B. Durston from the public perception, but it was there from the outset in the writings of A.J.A. Nelson's Director period.

115. Training would begin in the 1970s, first with a course in the Dip.Ed. and then with the Dip.Cont.Ec. from 1976.

- 'in its orientation to the community, [should] strive to maintain a developmental approach in all its activities and be on guard against the rendering of a 'cafeteria service which prostitutes the universities' limited...resources' (pp.1-2);
- '[ensure that] its programmes are community-determined with some time perspective related to continuing needs' (p.2);
- '[of adult education] 'in a small university ... [it should] strive to do only those things which no other agency can do as well' (p.2);
- 'guard against swamping the teaching-research departments by a mushrooming of demands from the community' (p.3);
- 'be cautious in the definition of its function within the University' (p.3);
- have a 'systematic requirement that a community ... define its needs for University personnel' (p.3);
- avoid pressure 'to utilize less qualified instructors or ... move into more superficial programmes',<sup>116</sup> (p.4);
- 'create community expectations ... in balance with the long-term role you would like to develop' (p.4);
- 'have its community consultant<sup>117</sup> arrange 'community meetings as a final step in defining needs' (p.4);
- 'use statistical data,<sup>118</sup> for example 'the age-sex pyramids, to provide clues to many situations in the community' (p.6);
- 'have two Divisions, one for Programmes, one for Technical services [i.e. teaching and research], and an Administrative Division';<sup>119</sup>

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116. These charges have, with some justice, been levelled at the less experienced later programme planners in the coastal offices, but they were also responding to the vastly changed circumstances.

117. This could also apply to the regional officer.

118. Eberle had done this, and J.H. Shaw would do so for the Kyogle area, and N. Crew for the Northern Tablelands.

119. This last became the Director's Division, while teaching about adult education itself was delayed. 'Programmes' split into Residential and Community Development, the former largely concerned with Armidale-based activities.

- 'find a good man for the difficult process of community involvement ... and use him for this exclusively',<sup>120</sup> (p.7);
  - 'be the channel for all contacts between the university and the community',<sup>121</sup> (p.7);
  - 'have its Director directly responsible to the Vice-Chancellor, be ex-officio on Council and a member of all faculties' (p.7);
  - 'charge sensible fees' (p.8);
  - 'use faculty advisory committees on programme, etc' (p.8);
  - 'send the Director [from UNE] as soon as possible to the U.S.A. and Canada to examine selected programmes closely' (p.8);
  - 'make a study of the Indian'<sup>122</sup> community development programme' (p.8);
- and - 'offer a.e. training/leadership programmes' (p.9).

While much more might be teased out of this remarkably perceptive advisory document, it is clear that it became a planning blueprint plan for the Department, even as it anticipated the various forms of backlash that could and did come later for both adult education generally and community development in particular. It also called upon Nelson and Madgwick to move for a national Association<sup>123</sup> for Adult Education, as they would do, and which the University would largely lead for the next two decades.

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120. This was the career path for N.D. Crew until the running down of c.d. From then on he concentrated on leadership courses and on various Armidale small group communities. (See later.) E.C. Iceton was also involved in c.d. when first appointed to the Department.
121. Only the case occasionally after the early 1970s, and the cause of some 'disasters'.
122. Nelson himself made a detailed study of India, and to a lesser degree of both Thailand and Indonesia. His stature in India became such that he advised, summarized and edited the papers of the 1971 Conference on Continuing Education and Universities in the Asian and South Pacific Region organised for the Indian University Association for Continuing Education. (See 'Preface' to the Proceedings.)
123. Interestingly New England has provided more national presidents to the Australian Association for Adult Education than any other institution. Also the first two Chancellors, Deputy Chancellors and Vice-Chancellors would be prominent members of it, while a number of younger staff-members would serve as its Presidents, in due course, or as editors for its journal.



The University's Statement<sup>124</sup> to Canberra on Adult Education (1957)

In June 1957, hard upon the receipt in Armidale of Baker's *Report*, the University forwarded to Canberra its *Submission* to the *Committee on Australian Universities* (i.e., the Murray Committee), a text which has a remarkable community bias to it, as these points/excerpts make clear:

'New England University College was established following persistent representations by the people of Armidale and of Northern New South Wales generally' (p.2);

'[The Faculty of Agricultural Economics] in this environment--seems essential' (p.9);

'The establishment of a University in a country area immediately posed problems of University Extension which had not been fully appreciated by existing Universities' (p.15);

'It is perhaps extraordinary that in a country like Australia little is known about rural sociology and the educational problems of an adult rural community' (p.15);

'It became apparent very early that the accepted role of an Extension Department ... in the Australian Universities would not be satisfactory at New England; ... accordingly ... adult education was interpreted to mean the provision of any<sup>125</sup> activity which could be regarded as educational in the broadest sense and ... capable of attracting the attention of adults' (p.15);

residential schools, whether at the University or in country towns, were 'one of the most significant features of the extension programme at New England' (p.16);

community development work here is similar to 'projects ... conducted in the United States and Canada by Universities like Washington and Saskatchewan' (p.16);

'the lack of educational and cultural amenities' is one of the most significant causes<sup>126</sup> of drift from the countryside (p.16);

and 'from the point of view of the University's own welfare an extension service is incomparably the best public relations activity that can be provided ... it explains the University to

124. It was a joint Madgwick-Nelson document as regards adult education.

125. It was also indicated that the University would vacate these (Eberle-defined) fields 'if other agencies were prepared to enter them.' (*ibid.*)

126. This point is not made clearly and seems to argue for special funds to be ear-marked for orchestral tours, mobile exhibitions, etc. Later the Premier's Department and the Literature section of the Arts' Council assisted in this matter.

the community and it develops between the University and the community an understanding of each other's problems which cannot be achieved as effectively in any other way' (pp.16-17).

The conclusion to the initial section on adult education maintained that the Department had been 'inadequately equipped and staffed' and yet had achieved spectacularly,<sup>127</sup> while the opportunity for 'really worthwhile community development' was 'waiting to be grasped'. It argued for the provision of an adequate Adult Education College,<sup>128</sup> at the University with a number of smaller but appropriately equipped similar colleges, strategically placed throughout Northern New South Wales.<sup>129</sup> There followed, as Appendix III of the whole report/submission, a more detailed statement from the Director: defining the zone of responsibility as 'about a quarter of a million square miles with a population of approximately half a million' (p.1); quantifying enrolments, - 400 in 1954, over 2,700 in 1956, or, on an extended assessment, over 4,000; linking university teaching and research with 'impartial advice' to the community (p.2), a policy of working with local organizations (p.3) and so meeting people never before enrolled in adult education; encouraging rural communities themselves 'to develop, activities'<sup>130</sup> which help to enrich the lives of their citizens' (p.3); developing new regional leadership (p.4); working to 'help raise living standards generally' (p.4); recording a heartening response 'in all the 30 centres in which it has undertaken extension work' (p.4); giving a plan of future development showing the 'programme and technical' divisions and 'adult education colleges'<sup>131</sup> (p.5), the last particularly concerned to offer 'schools for men on the land, held during the "slack" periods on the farm' (p.7); and requiring that these plans be attained within five years and 'at the latest, within ten years'. (p.8) Whatever these plans may look like in the bleak light of the late 1980s, it may be stated in advance that

127. And 'the demand is apparently insatiable' (*ibid.*).

128. This is the more fascinating in that, at that date, work had barely started on what would be the first, on campus, permanent student accommodation, the initial blocks of Wright and Mary White Colleges. An actual site, south of the Deer Park, was discussed for at least another ten years, as a possible (Kellogg) A.E. College.

129. Compare E. Page's notion of very small and scattered universities. The first of these 'colleges' was the Anglican Diocesan Centre building in Grafton, readily available to the University through A.F. Dunton's staunch membership of that denomination and parish.

130. Like dramatic and musical groups, the old naturalists' clubs, historical societies, etc.

131. The first idea follows Baker, the second is more original and is the outline for the 'Residential' (i.e. Colleges) Division (of the Department) which would have to be concentrated in Armidale, using the University's Colleges. Interestingly, the regional officers were all to be senior lecturers.

they would approximate remarkably to what would, in fact, be achieved in the subsequent decade. Further, the organizational freedom of the early senior men in the regions is predicted here, very much as it would occur in the next 10 to 15 years. The document of submission is thus a carefully phrased, Australian focused version of the Baker advice, shorn of both its unduly technical aspects and of its various cautions. It is also noteworthy for its quiet and persuasive emphasis on culture as the necessary bonding agent to hold rural land and people in a positive and harmonious relationship.

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The early work of James W. Warburton and his New England impact

The second of the Nelson appointments at the Senior Lecturer level was J.W. Warburton (1917-), whose eight years in the Department, (from the end of 1956), would be spent largely on the Tablelands and based at Armidale. In addition to this region's general extension activities he would also be responsible for: all the residential<sup>132</sup> aspects of the Department's work at the University; (most) discussion groups; painting, drama and design work and teaching; and he would have the title of 'Regional Director, New England Tablelands'.

Necessarily he would develop the already existing activities as, for example, in the sphere of encouraging the study of the history of the region. Thus, the 'History of New England' classes and public lectures of 1956, conducted by E. Dunlop;<sup>133</sup> the drama classes given in Armidale by Professor H.W. Piper and Mr C.J.H. O'Brien in 1956; or the Aboriginal course that year entitled 'The Race Problem' and given by a panel led by Dr. H.C. Brookfield, - would all soon be developed by him, respectively into: (a) the Armidale and District Historical Society; (b) the University Players drama company; and (c) the Association for the Assimilation of Aborigines. A philosopher by training, with a particular interest in social philosophy, he was naturally interested in discussion, and soon led groups on political issues like 'New States', or on current affairs, as at the Glen Innes Afforestation Camp; while their mix of the two streams of lectures (practical and cultural) and the possible thought links between them caused him to rather savour the rural (science) schools. Similarly it was a mark of his work that he did not hesitate to bring youth (i.e. senior

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132. This work would, later, be taken over by Dr. M. Price and Mr. B.C.F. James, with part-time assistance.

133. And, a little later, by Mr. R.B. Walker, whose researches and feedback from lectures would result in his classic study, *Old New England: A History of the Northern Tablelands of New South Wales, 1818-1900* (1966).

school students) to such Armidale adult lecture courses as those on Ancient Greece and Rome, Local History, etc. He was, too, particularly successful with the influential post-graduate Nursing seminars (which he began), and the similar regional law conferences<sup>134</sup> run in conjunction with the North and North West Law Society.

Despite the valid claims that the N.E.U.C. and early U.N.E. had already run residential schools at the campus, Warburton was the first to make these into a true balanced programme, developing the offerings in pace with the ever greater provision of available residential college accommodation, so that in late 1959, he had planned for the forthcoming January-February period<sup>135</sup> some 15 such schools or conferences. Then, too, Warburton was perhaps the most successful of all the early officers in running small, demanding weekly classes (in 10 week bursts) in such 'traditional' areas as: Russian language; French conversation; Italian language; Theology, e.g. the series 'From Faith to Creed' by the Rev. J.O. Rymer;<sup>136</sup> German Conversation; etc. Thus the *1958 Report* (p.1) indicates that he had organized in Armidale, amongst others, 'weekly classes in art, history, drama, geology, psychology, philosophy, music, French conversation, French language, English poetry, drama, astronomy and religion'. It also anticipates the Warburton plan for the Fine Arts<sup>137</sup> in the Summer Schools, viz.:

Painting and Design were commenced in 1958, music was added in 1959 and drama will be added in 1960. In the annual New England School of Fine Arts we plan to include music, literature, drama, painting and other plastic arts and possibly ballet.

James Warburton also threw himself into organizing schools in the social sciences, beginning a series on Local Government in 1958, and one on Aboriginal Welfare in May 1959, as well as being most sympathetic to the planning stages of the initial community development work on the Tablelands. He also took many weekly classes himself, as for example, a

134. These have run in Armidale in an unbroken series from 1960 to the present, with the odd additional meeting at Tamworth, or even at Grafton.

135. Minutes of Adult Education Committee for meeting of 17/11/1959. He held 9 in Armidale in early 1959, with 557 enrolments, and another 6 in the region, viz.: two in Glen Innes; and one each in Tenterfield, Guyra, Inverell and Emmaville.

136. Later the Master of University College in Christchurch, and then the Dean of Auckland, in New Zealand.

137. With the exception of Music, these were all organized later by B.C.F. James. With the eclipse of this work, the whole scheme would be followed, by the early 1980s, at the (then) Darling Downs Institute of Advanced Education, in the Queensland inland city of Toowoomba.

group of 29 in Glen Innes on Public Speaking and Committee Procedure.<sup>138</sup> Related to this was his interest in discussion courses which he both organised as groups, as well as commissioning new<sup>139</sup> courses on various relevant topics. Thus, in 1953, his first full year, he organised some 15 courses, with a total enrolment of 150, at such places as Baradine, Bowraville, Coffs Harbour, Grafton, Kendall, Murwillumbah and Narrabri; while in the following year the number of courses totalled 26, with each of the then 4 regions represented, and Public Speaking, Painting, Logic for Beginners and aspects of Reading being very popular. He was also involved with the writing of two new courses, 'The Aborigines of New South Wales' and 'Some Questions, of Right and Wrong'; and tutored 'Ideas that have Changed the World' [i.e. Communism, Socialism, Democracy, Nationalism, Colonialism, etc.].

It is also relevant to mention particularly the Warburton expedition, meticulousness and, indeed, imagination, in the area of publication of proceedings, reports, etc. Thus, he assisted A.J.A. Nelson with the *Proceedings of the Extension School in Social Science* held in February 1958 and the (already mentioned) *Proceedings of Local Government Conferences, Armidale and Taree, 1958*, and himself edited the *Proceedings of the Conference on N.S.W. Aborigines*, Armidale, May 1959 and the related volume, a year later, on *Welfare Policies for Australian Aborigines*.<sup>140</sup> He was in early 1960 the organiser of the books produced on *Soil Science, Local Government, Agricultural Economics and Farm Management*, and the new discussion courses: *Animal Breeding, The English Novel*,<sup>141</sup> *The History and Literature of Greece*, and *The Sonata*. To these tasks he added, late that year, the organizing of another 4 new discussion courses, viz.: The

138. He would also discuss this at various Community Schools. In his application [U.N.E. Staff Microfilm Reel 30] he had stressed his experience in assisting rural communities in New Zealand's Central Otago from 1949 to 1954. The help-yourself aspect of community development there had often been the subject of his talks to and meeting with such groups in New South Wales.

139. I.e. courses written for New England, as opposed to those inherited from Sydney. He had already done this while Secretary for the Sydney W.E.A., 1955-57, during which (post-Stewart) period he had nearly doubled the enrolments. He had similar (post-war) success with lunch-hour discussion groups in Dunedin's factories. [See D.O.W. Hall, on Microfilm Staff Reel 30.]

140. He had both written and edited widely in his earlier Dunedin and Sydney appointments.

141. By C.C. Clarke. This was later (1967) expanded into two volumes, by C.C. Clarke and J.S. Ryan, *The Rise of the Novel*, and *Victorian England and Brave New World*. They are still used widely throughout the state.

Economics of the Australian Wool Industry, Chamber Music, The History of Jazz and Art Appreciation, as well as another 7 volumes of Proceedings.<sup>142</sup>

In the first half of 1960 he had: run 15 residential schools or conferences with assistance on only 3 of these, and been responsible for the 875 enrollees; run 6 district schools, away from Armidale, for 195 persons; organized 9 Armidale Classes for 265 students, and 4 in other centres, including giving one himself to 52 Glen Innes adults on Moral Philosophy; organized 12 correspondence courses<sup>143</sup> in other centres; given many public lectures; and commissioned more discussion courses. The 'traditional' pattern of much of his class work came from his antecedent experience which was largely in New Zealand factories, in city suburbs, in small inland towns, and in philosophical discussion with small groups. Yet he had continued very willingly the Eberle type 'rural' offerings. Indeed it was only just that, on 23 September, 1960, the Adult Education Committee should express its deep satisfaction at the range of Warburton's work and forward to him its warm congratulations.<sup>144</sup> He had listened to the public's requests and responded to them very sensitively and equally generously.

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Warburton also showed himself to be something of a comparative extension scholar in his deliberately bringing to the attention of the Aborigines and others the ways in which the New Zealand Maori had fared and how he sought to better his condition in the twentieth century. Apart from leading many expeditions to the (northern) Maori regions of New Zealand, both while he was in New England and, later, at Adelaide,<sup>145</sup> he was also deeply interested in the Scandinavian Folk High Schools, visiting Denmark in the early 1960s and often writing on this theme.<sup>146</sup> Both aspects of his research would lead to such papers as his reflective (and Australia challenging) comparative essay, 'Adult Education in New Zealand' ('being chapter 18 of the Derek Whitelock (ed.), *Adult Education in Australia* (1970)).

142. The editing of Proceedings burden was then largely taken over by a special Graduate Administrative Assistant.

143. He tutored himself.

144. See the Committee's Minutes for that date.

145. He left Armidale in 1965 to become Assistant Director of the Department of Adult Education, The University of Adelaide. Soon after he became Director. He had earlier been shortlisted for the post of Assistant Director to the Sydney University Department.

146. See his article, 'Danish Folk High Schools', *Australian Journal of Adult Education*, Vol.VI, no.1, 1966. Other essays are held in the State Library of South Australia's Morphett Collection.

While his work in the period 1957 to 1960 left him little time for scholarly writing, apart from his 'Motivation and Adult Education', (*Proceedings of the National Conference*, Hobart, 1960), his authoritative voice may be heard in his contributions the 1959 *Report* published in the 1962 *Calendar*, and in various notes to volumes which he edited. Thus, in the 'Introduction' to the 1959 Aborigines<sup>147</sup> volume he refers to the need to combat prejudice and so help 'to promote the full participation of Aborigines in the Australian community'. He then reflects on the many groups of well wishers who try to help in this area, schoolteachers in native schools, or local government officers 'concerned about the primitive living conditions of many fringe dwellers', and further observing:

There are small groups of people who have formed voluntary societies<sup>148</sup> with the object of accelerating the process of assimilation or integration. Most important of all, there are Aborigines who are learning to speak plainly and effectively about the needs of their people, the problems they face and how they might be met. It was my object in arranging a conference ... to bring together New South Wales representatives of these groups. (*op.cit.*, p.1)

Various challenging comments also occur at the ends of the papers, as in:

The evidence available seems to show that the local Churches in New South Wales have largely neglected the opportunity to play the part of the Good Samaritan to the Aboriginal people. ... In dealing with the Aborigines, members of churches should be content to be Christians themselves and not tell the Aborigines what they ought to be. (pp.113-114)

All in all, the younger Warturton was perhaps the most active, physically and organizationally, intellectually challenging and socially concerned of the regional officers of the 1950s. Certainly no others were as amazingly acrobatic in theatre<sup>149</sup> and dance situations. He was also the first to add work with the Aborigines to the Department agenda, a founder figure for further Nursing Education in the state, and a true man of the theatre, as

147. He was the founder, 1957, of the Armidale Association for the Assimilation of Aborigines, and president, 1960-62. He was also a prominent invited figure at the 1961 Canberra Research Conference on Australian Aboriginal Studies, which would lead to the formation of the Australian Institute of Aboriginal Studies.

148. Some account of the founding of the Armidale group is given by Mrs. E. McIntosh, pp.109-112 of M. Franklin (ed.), *The New England Experience* (1988).

149. This is well illustrated by his interpretation of Feste in the August 1959 University Players' production of *Twelfth Night*. All his referees at the time of his appointment commented on his remarkable zest, energy, sparkle, freshness and engaging projection of personality.

well as being the Department's most creative leader for and writer on Discussion Courses.

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### The First North Coast Regional Officers

A.F. Dunton and J.M. Iraed were the other two - after Howard and Warburton - of the original Regional Directors, the first in the Clarence region, the latter in the Richmond-Tweed. Each brought his own style to the difficult manana world of the North Coast where a mild climate in winter and a steamy one in summer made the presentation of unaccustomed and intellectual challenge a difficult business. Each was in a measure - as were their successors Armstrong, Bitmead, Wigham and Prater - a pragmatist and somewhat prone to follow his own previous taste and experience.<sup>150</sup> Dunton, a Queenslander who had worked in Toowoomba as the District Organiser and Lecturer-in-charge of a regional office for external studies and for adult education, and as a Tutor for many units<sup>151</sup> of the External Bachelor of Arts of the University of Queensland, was one of the most formally experienced adult educationists in Australia when he was appointed to the Clarence Region's Office at Grafton in later 1958. He was also the one regional officer most competent to give advice to inquirers about degree offerings in the various faculties and other universities, and was happy to do so. Later this consistent strength of mind and ability to analyse university courses would stand him in good stead when from 1968 he would become the Director or 'Executive Officer' of the Part-Time Studies Centre at Macquarie University.

Although it is an anticipation, he would discuss all aspects of his career in an essay<sup>152</sup> in which he makes clear certain of his own educational passionately held convictions: the need to say what few (at Armidale) are able to allow, that 'external studies' work is adult education (p.187); that the University of Sydney, by its narrowness has blighted Australian thought as to what may be adult education (p.188); that Thomas Thatcher, the first Director of External Studies at Queensland University, was one of 'the greatest of Australian adult educators' (p.190); that in the six major external studies centres in Queensland many

150. Clearly Nelson and Warburton were the two great exceptions to this potential 'narrowness' in the 1950s, even as Eberle had been before, and Price and James would be in the Department's post Madgwick phase.

151. E.g. in English, French, History, Politics, Philosophy, etc. He discusses the Queens and arrangements, pp.189, ff. of Whitelock (*op.cit.*)

152. 'The Australian Experiment in Teaching External Students at Universities', in Whitelock (*op.cit.*).



such students were attending one or more tutorials every week<sup>153</sup> (pp.191-192); all external/adult education depends on both teachers and administrators 'meeting and ... knowing students, on demanding ... then obtaining a high academic standard, on residential school work, and on study-group discussion (p.192); among New England externals a growing minority enter external studies from adult education classes (p.195); that he and his students have welcomed 'challenges and opportunities for new programmes' (p.196); that when at Macquarie University (in 1967-69) he had established external student study groups in the country 'on the adult education pattern' (p.197); and that while Australian universities contain both friends and enemies to adult education and/or external studies, whether or not 'this work is properly the concern of universities ... comes down to a declaration of faith'. (p.198) While much of this may seem to be an anticipation, it is quoted now since it does refer to the activities and beliefs of Dunton immediately prior to his coming to New England, as well as to the challenges which he set for both himself and all his students.

Appointed as he was to the Clarence Region not long after the establishment there of the Rural and Businessmen's Committee for development, he was, by contract, in a considerable measure obligated to offer much consultative service there in the period 1958-59. As the *Annual Report for 1958* makes clear (p.1), that year had seen less activity with the R.B.C., because of Nelson's own absence on leave in the U.S.A. Thus he, Dunton, needed to spend a measure of his own time assisting that group, but, despite his only arriving in December 1958, he was able to organize and implement 'an interesting plan for 1959' (1958 Report, p.4). What was actually achieved that year may be presented in tabular form, viz:

A.	Place	Field	Duration (days)	Enrolments
Local	Grafton	Biology	3	28
Schools	"	Geology <sup>154</sup>	3	25
	"	Drama	3	33
	"	Psychology <sup>155</sup>	3	46
	"	Interior Decoration	2	34
	"	Bankers	5	74
	"	Tourist Officers	3	69

153. This was, of course, based on knowledge of his own such work (1945-58) in Toowoomba, immediately prior to his coming to New England. In his (August 1958) application to New England, [Staff Microfilm Reel 10] he had reported that 29,588 had already attended the classes which he had organised in 1958, some 18,434 in Toowoomba alone.]

154. Dunton had a particular affinity with the principal lecturer, Professor A.M. Voisey, and they would continue to work together at Macquarie University from the later 1960s.

155. This course was given by Dr. John Gabriel (Psychology, U.N.E.). The Department's submission to the A.U.C. had contemplated a half-time psychology lecturer, so great was this demand in the years from 1955.

These schools had, in all, 457 enrolments.

B.	Various Lectures (Single)	No. involved
	On Drama	146
	R.A.B. Meetings	750
	Various Dunton Addresses	350
	Art Appreciation (A.F.D.)	59
		<hr/> 1528

Thus, Dunton while working only halftime on non-community development projects,<sup>156</sup> achieved teaching contact with some 2,000 persons in his first year, and planned such events as the Grafton Drama School of January 1960, the Psychology School at Woolgoolga (also January), etc. In first term of 1960 he took himself a weekly class on German History, with 53 enrolments; organized a January Law School in Grafton (27 participants); and run a monthly Film<sup>157</sup> Society there on the last Friday of every month, with an average attendance of 97. This quite remarkable success was the result of his meticulous planning, shrewd radio and newspaper publicity and total intellectual and religious commitment to serving his fellows.

His report on the first half year made (*inter alia*) the following points: that from May on he had been issuing a monthly newsletter on c.d. work entitled *Community*, with a circulation of 1,000; that when accommodation problems became acute he had established an office<sup>158</sup> in his own house in Victoria Street; that he was engaged, as at Ulong, in joint projects with the State Department of Agriculture; that he was following meticulously the rule on securing prior enrolment<sup>159</sup> before confirming a class/school (thus perhaps cancelling some events precipitately); that he had 96 enrolments for the Geology Class to start in Grafton on 15 July; that there were planned: a Geology School for Kempsey (28-31, July); one on Psychology (for August) at Coffs Harbour, etc., etc. He was also active in planning for a National Film School in Armidale (which, held in January

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156. He was about 1/3 committed to this work in 1960, but it was by then largely self-supporting.

157. Film and audio-visual aids were of especial interest to him throughout his career. He had remarkable successes with film groups in the southern parts of his region and was a planner for the audio-visual services for the University itself. His contract with New England had anticipated such activities from him, but he did much more than was called for.

158. This service he gave the University free for several years, much as Campbell Howard would do in his Tamworth home.

159. This rule, inherited from Sydney and 'policed' by U.N.E. Accounts, was one which was hard to enforce in coastal areas, where both payment and intention of enrolment seemed enough on the day itself for intending participants.

1961, would be the first of a series) and a decentralized school for Aborigines which would be held in Grafton. While they are not often linked with his name, the administrative burdens involved in establishing the local County Council to prevent Clarence flooding came his way, as did much of the popularizing of the Art Exhibitions<sup>160</sup> associated with the then founded annual Jacaranda Festival each Spring (usually held in early October.) Not merely did he establish many important community educative events but most of his work has continued to the present, long after the removal of a University office from the city. Indeed, it was his unfailing courtesy and efficiency which caused the Grafton City Council to make available in the soon-to-be built Council Chambers the very fine rent-free offices which the Regional Office occupied, after it moved from like subsidized accommodation in the Shire Council building.

A complex man of remarkable intellectual acuity and physical stamina, Dunton was recognised by all who met him as someone of outstanding sincerity and determination. His mark was and would be felt on Grafton as its most quietly achieving citizen in the decade after the passing of Earle Page. His style at the outset was both radical and intellectual and he nurtured, by the type of many of his programmes, the spiritual, the cultural and the aesthetic dimension of life for very large numbers of curious, hesitant and yet growth-seeking coast-dwellers.

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As was stated above, Mr. J.M. Praed was appointed Regional Director for the Richmond-Tweed area in 1958 and, from the Third Term on he had running such weekly classes as those in Art Appreciation and Still Life Painting. He also very quickly organized in Lismore various highly pertinent conferences, viz

	Theme	Duration	Persons
-	Industry and Marketing Developments in Northern New South Wales <sup>161</sup>	3 days	33
-	Problems of Mentally Handicapped Children	3 days	17
-	Seminar on Secondary Industries	2 days	40
-	Development Conference	3 days	30

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160. He was the personal contact with the Anglican Cathedral Parish, its officers then making the Diocesan Hall available as the main gallery. He likewise made the Diocesan Centre available for so many external residential schools for degree students, and, so launched, it served as a sort of University residential college for external and a.e. students as long as he was in Grafton.

161. This was, in some measure, a 'spin-off' from the earlier Clarence activities.

Although it is an anticipation, it may be stated that the general pattern of Praed-organised activities was cautious, aimed towards the social sciences, and more in the mode of small interactive groups. Max Praed had been trained as a social and behavioural psychologist, had worked in public relations, and was a humanist who chose to run many schools on religious and related topics when the enrolments were clearly far below the prescribed financial 'break even'.<sup>162</sup>

A conspicuously shy yet compassionate man, ever concerned with social justice, Praed achieved intuitively some remarkable learning situations; one of the most significant of these was the 1961 conference at Lennox Head, for aboriginals only. For three days 65 men and women met there, at the National Fitness Camp,<sup>163</sup> without the participation of non-aboriginals, and discussed their own problems, 'of life and of living'. In his first two years Praed also assisted the descendants of the 1880's Italian colony at 'New Italy' (near Casino) to recover something of their lost heritage. He was active in rousing considerable public interest in local history, in drama, and in tourism. Indeed, from the perspective of post amalgamation 1989, it might well be argued that Max Praed had set afoot various projects in further education along the Tweed and Richmond Rivers which would shape to a remarkable degree many of the early formal offerings of the Northern Rivers Campus of the University of New England. While not an assertive man by temper - apart from his stage appearances for the Lismore and other theatre companies - he could speak with passion on behalf of 'the underdog'.<sup>164</sup> This he did frequently and well in his radio broadcasts on the commercial network and, later, on the Lismore television station.

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#### Extension Planning and Publicity 1954-1960

The status of adult education in the newly autonomous University of New England was vastly different from the marginal activity which it would become in the last quarter of the century. As the beginning of this chapter

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162. By 'break even' it is meant that the bulk of the costs of the lecturer's fee, accommodation and travel (as needed) would be covered by the students' fees.

163. Made available to the University by C.M. Ebert, Area Director of Education (at Lismore) and a foundation member of the University's Adult Education Committee. (See earlier in this Chapter.) Praed's Aboriginal work in the style of confidence-building would be followed very closely by E.C. Iceton a decade later.

164. He had long been a friend of Russel Ward and the latter's appointment to a History lectureship in 1958 had caused Praed to apply for the Lismore post.

made clear, there was massive support from the Chancellor and from the lay members of Council for the various ways in which the University and its departments might reach out to the community which it wished to serve both generously and effectively. The best ways of charting this mission are to scrutinize the two most eminently practical means of its achieving - the plans of the Adult Education Committee of the University Council; and the judicious yet 'democratic' popularizing of policies, programmes, and achievements by the Vice-Chancellor in *The University of New England Bulletin*.<sup>165</sup>

An original Extension Services Committee,<sup>166</sup> founded after Arnold Eberle's death, had largely concerned itself with the then commencing external teaching, but, with the arrival of Nelson, the extension pace quickened, so that on 2 February 1955, for example, it would approve some 38 courses<sup>167</sup> proposed by A.J.A. Nelson. It also noted with approval the 1954 Eberle-planned courses run by T.C. Lamble<sup>168</sup> and Nelson, and that there was very great potentialities for the development of community activities in the numerous and comparatively isolated communities in the north of the State. The Committee had added to its initial membership the Tamworth and Lismore Inspectors of Schools, as well as the Armidale inspector, a foundation member. It also resolved (18/2/1955) to invite A.J.A. Nelson to join it. Following its own Committee's recommendation, the University Council resolved (12/12/1955) to divide the then disbanded Committee, from early 1956, into two groups: A - The Adult Education Committee - of Council; and B - The External Studies Committee - of the Board of Studies.<sup>169</sup> This decision had various short-term and long-term effects, the major one, perhaps, being that the non-credit adult education might well be perceived as a Council/community matter, and so 'non-academic'.

165. The title was only changed much later to *U.N.E. Convocation Bulletin and Alumni News*. Madgwick used it much as he had *Salt*, as a propaganda tool. The *Bulletin* died with the passing of the 'old U.N.E.'

166. Files are with the A.E. Committee, Council 220, Box 39. It may well have been a 'Vice Chancellor's Consultative Committee', since it is not listed in the *1956 Calendar*.

167. Including those in (Namo) outreach places like Tamworth (8), Bendemeer (2), Kootirgal (1), Manilla (1), Inverell (3), Narrabri (1), etc.

168. For the earlier part of 1954, Lamble, the Deputy Registrar, assumed responsibility for these classes until the arrival of Eberle's successor. (See *1954 Extension Board Report* of the University of Sydney.)

169. This was renamed the Professorial Board in April 1961, the Academic Board in 1980, and the Senate in 1989.

The new Adult Education Committee (1956-) had on it the Chancellor and Deputy Chancellor as *ex-officio* members, the Vice-Chancellor as Chairman, the Principal of the Armidale Teacher's College, the Chairman of the Board of Studies, the Deans, the Director of External Studies, the Director of Public Relations,<sup>170</sup> the (Armidale) District Inspector of Schools, and had the Director of Adult Education as its Secretary. In its brief from Council, it was stated that it would be concerned 'primarily with the development of Adult Education activities in the northern part of the state'. On 25 September 1956 it had considered the 1955 *Report*, minuting of the then-appointed A.C.M. Howard that it was 'anticipated that his experience in the district will be of considerable value to him in his work for the University'. It also noted, at its 25 Sept. 1956 meeting, the a.e. enrolment increases: 1953, 260; 1954, 463; 1955, 1246, together with the planned move away from 'popular' courses to ones with 'rather more substantial content'. It also maintained that an insufficient number of centres had been reached,<sup>171</sup> but that now new local requests were coming through from groups in those places, as with the Rotary Club in Dorrigo and the Rotary Club in Grafton. It endorsed particularly one sentence from the 1955 *Report*:

And it is desirable that we should, as soon as our resources allow us to do so, use the radio and country press, to supplement our communication with groups working at a distance from the University. (p 2)

It was not enough to identify with one section of a community, such as the 'itinerant',<sup>172</sup> but rather to enrol the 'long settled', and to try to reach business groups.<sup>173</sup> Wollun was quoted as the ideal, since, in that tiny village, the classes held in 1955 had representatives from 'all the families in a 10-mile radius'.

Other tendencies noted for 1955-56 were: a strong interest in social psychology and child psychology; the large attendances for 'The History of

170. Dr E.T. Edwards, a man with an Agricultural Science background. When he retired he was not replaced. His service covered the years 1955-58. (See below). He became President of the Australian Institute for Agricultural Science in early 1956 (see Council Minutes, p.328, for 13/4/56) and attended all parts of the U.N.E. Council Meetings until 10/6/57 (See Council Minutes of that date, p.474).

171. With only a secretary to help, Nelson had in 1955 provided weekly (tutorial) classes in 11 centres, some as far away as Inverell and Narrabri.

172. Teachers, bank officers and others, of some educational attainment who would be transferred on.

173. This effort of 1956, particularly by A.C.M. Howard, may be seen as the seed from which F.M.R.C. and A.B.R.I. would grow later.

New England' at Armidale; the touring exhibition of U.N.E.S.C.O. books for Armidale, Bellingen, Grafton and Tamworth (October 1956); the energetic participation in a.e. activities of staff from the Departments<sup>174</sup> of Rural Science, English,<sup>175</sup> Geology, History, Psychology and Zoology; the heightened interest in current affairs at the Glen Innes Prison Farm; the rock identification groups at Guyra and Tamworth (tutor A.H. Voisey); the discussion groups at Tia;<sup>176</sup> the Community School<sup>177</sup> at Bellingen, involving 136 people; etc. It was noted that, at that date<sup>178</sup> in 1956, 90 classes and schools had already been arranged and attendances were c.2,000.

At this meeting, as for most, the Vice-Chancellor was in the chair, and he accepted reluctantly a motion from Professor Duncan Howie<sup>179</sup> that the fees for 10 lecture-meetings be doubled from 10/- to 1, but it was agreed that the Director had the authority to reduce or waive the fees. Dr. Madgwick reported on his Grafton visits, while Mr. de Ferranti (the Armidale Inspector) spoke favourably of Professor W. Baker, and the Vice-Chancellor said that he would approach the Carnegie Corporation<sup>180</sup> for help with the proposed 'Technical Services Division'. The other activities of this period (1956-58) have been chronicled above and so it is, perhaps, appropriate to turn to the *New England Bulletin*, the first issue of which appeared in March 1957.

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In the 'Preface' to this issue of the *University of New England Bulletin* it was stressed by the Vice-Chancellor that it was addressed to 'graduates and friends' (p.1) and that it would 'provide a running commentary on the growth of the University and on the problems it faces.' From that first issue Adult Education was featured very prominently, with a detailed

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174. This list would seem to be in (descending) order of participation quantitatively.
175. Especially Drama as tutored by Professor H.W. Piper and C.J.H. O'Brien (the participants being largely women). This Department (English) pulled back from a.e. when H.W. Piper went to Macquarie University in 1965.
176. Formed for many years. See references in *The New England Experience*. This place was, perhaps, the most spectacular example of a.e. intellectual programmes for a very small community.
177. Surprisingly 38 men attended the child psychology strand.
178. Committee reports then were usually for odd periods, like 5-7 months.
179. As he would move many such motions, the effect of his cost controlling was cumulatively destructive of the earlier generous pricing and extension access to general funds.
180. He did the same 8-9 times from 1956 until 1965.

account of the recent (February 11-16) Residential School on Animal Genetics and Livestock Breeding, and of the various plans for the Tableland and Namoi regions, adding that 'programmes for the coastal region will begin in April and May'.<sup>181</sup> The June issue was interesting for two a.e. items -

- (i) the official a.e. departmental sponsoring of The University Players, 'a new dramatic society, composed of staff and students of the University' aiming to 'produce plays from the classical repertoire, to hold play-readings and [assist] .. the systematic training of its members in the dramatic art'.<sup>182</sup>

and (ii) the advertisement/review (on p.20) of John Gabriel's *An Analysis of the Educational Problems of the Teacher in the Classroom* (F.W. Cheshire, Melbourne), and its stress on more sympathy for the young teacher and urging 'a longer period of training'.

The third issue, May 1958, discusses the likely impact of the two Regional Officers namely J.M. Praed's background in psychiatry and human relations (p.28); and the Library and Local Government Schools for professionals being organised at the University by J.W. Warburton (p.31).

The slanting of the *Bulletin* towards the community increased. Thus, issue No.4 (August 1960) opened with a major article by the Vice-Chancellor on 'University Developments' (pp.2-3), listing: the major work on college accommodation; the commencement of teaching in the Faculty of Agricultural Economics<sup>183</sup> in 1958 and the subsequent growth; and he then calling the expansion in a.e. 'remarkable and 'spectacular':

In 1958, 3,000 people attended various activities sponsored by the Department. In 1959, the numbers were over 6,000, and this year they are higher again. Community development projects have started around Grafton and Warialda. Residential Rural Science Schools...have a growing popularity... [as do] specialist residential schools...<sup>184</sup>

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181. These were all led by Nelson personally with most lecturers travelling from U.N.E.

182. Similar motives were advanced for the recent joint Department of Drama/Department of Continuing Education drama classes planned for 1989. C.K. Stead and H.P. Heseltine (later professors elsewhere) were early leaders in the 1957 venture. See also J.S. Ryan, *Drama in the University, 1957 to 1963*, (University of New England, 1963).

183. This was delayed from 1957 because of a very small initial enrolment. See Council Minutes for 10/10/55, p.286; for 13/2/56, p.319; for 13/4/56, p.333; and for 9/9/57, p.510.

184. With fields as divergent as 'Agricultural Economics, Music, Art and Interior Decoration' (p.2).



He also appealed (p.3) for an Adult Education Centre<sup>185</sup> to cost c. 250,000. A further article (pp.11-12) described the Department's activities as having 'increased considerably', with 1000 attending residential schools and many more planned. Stress was also put on the successful schools of a 'local extension' kind, these being held over 7 months at 'Cobar, Nyngan, Bathurst, Wellington, Glen Innes, Quirindi, Boggabilla, Coonamble, Walcha, Moree, Inverell, Barraba and Kempsey'. Emphasis was also placed on the significance of the Armidale Provisional Committee for Community Development (v.*infra*), while 7 sets of extension conference proceedings were advertised (p.12) and 14 discussion courses, and it was noted that '2000 persons were involved directly' in 'our c.d. activities'.

The short December 1960 issue (No.5), featured especially the particular extension work of the Faculty of Agricultural Economics, in an article written by J.N. Lewis, Professor and Dean: discussing seminars for visiting consultants, primary producer organisations, etc. (p.6); and announcing the three Farm Management Reports<sup>186</sup> published and future publications. It also advertised the forthcoming (January/February 1961) Summer Schools (p.12); the 'Town Meeting of the Air' (for Armidale) on Radio 2AD (p.13); listed the contents of the Conference on Welfare Policies for Australian Aborigines Proceedings; and opened the discussion of new research into the economic and management problems of the dairy industry on the North Coast (p.13).

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#### Council's Early Adult Education Strategies

The summarized minutes<sup>187</sup> of the Council from 1954 make up a poignant record of (extension) idealisms, frustrations over available finances, and an

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185. Drawings of such a complex (with 7,200 sq.ft.), were submitted to the Australian Universities Commission in (late) 1965, just before Madgwick retired.

186. I. *Wool and Wethers*, by Dr. W.V. Candler, 'a study of optimal stock rates';  
 II. *Bulk Handling of Wheat*, by W.V. Candler, on an experiment carried out in 1958 in northern N.S.W.;  
 & III. *Economics of Supplementary Irrigation in Humid Areas*, by E.J. Waring;  
 with other reports (in hand) on: 'Economics of Fertilizer Use on Improved Pastures in the New England Region; pasture improvement; drought strategies, war service/and settlement; winter feed shortages; capital in the pastoral, dairy and pig industries, etc.

187. The only record easily available, but a fairly comprehensive one (held in the Dixon Library).

implacable resolve to serve the people of the region, whatever the cost. The tale is best told from a list of items *seriatim*. Thus from the first year (1954), we have:

22 Feb. 1954,: a letter of appreciation from the members of a (recently concluded) school on Animal Husbandry (pp.111-112);  
 " " "": the resolve that the important Eberle thesis<sup>188</sup> (v. *supra*) to be published 'as a memorial to the late Mr. A.W. Eberle' (p.127);

2 August, 1954: the refusal to accept a letter identifying the UNE with the New State movement (p.170);

or, on 6 December, 1954: the receipt of a letter from the Honorary Secretary of the Farmers and Settlers Association of New South Wales Tamworth District Council, containing its 'full support and co-operation to the University of New England in the establishment of Chairs in Rural Science and Agricultural Economics and rural work generally'.

In 1955, there may be noted:

7 February: the resolve to anticipate the budget and call for applications for the Tamworth A.E. post<sup>189</sup> (p.225);

7 March: the Vice-Chancellor recommended the establishment of a Committee to develop Rural Science and Agricultural Economics, it to include Mr. J.G. Crawford<sup>190</sup> (p.6);

9 May: D. Drummond suggested that there should soon be written a popular history<sup>191</sup> of the University's founding (p.16);

" "": an offer of buildings in central Armidale be declined because of 'short funds, despite the full recognition of' the value of such an establishment...to the University (p.264);

12 September: a motion to found a public Establishment Fund 'for the Library and for the development of Rural Science', Wright/Hughes<sup>192</sup> - carried (p.278);

12 December: a report on his first publicity for the new Faculties

188. 'On A.E. at New England'. Despite heroic attempts to fund a run of 1000 copies, the book was not published.

189. Similarly on 10/10/55, following on the Tamworth Farmers backing in December 1954, and despite various austerities, 'administrative expenses' for the Tamworth office were approved (p.287).

190. Later to be Sir John (Grenfell) Crawford. He was awarded the honorary Doctor of Economics in 1970 for his services to the University.

191. He would himself write this and issue it in 1959.

192. They were the two most prominent members of the Country Party on the Council.

of Rural Science and Agricultural Economics was received from Dr. Edwards (p.304); while the same day saw the Extension Services Committee split into two (p.313) (*v. supra*).

In 1956:

- 14 May: the resolve that an a.e. organised 'Asia Week ... be a permanent feature of the University's Activities' (p.354); the approval of an Honorary Degree for Sir Ian Clunies-Ross<sup>193</sup> to cement relations with the C.S.I.R.O. laboratory (p.354);
- 11 June: H.C. Coombs, as Governor of the Commonwealth Bank of Australia, had offered 5,000 for 4 years, from the Rural Credit Development Fund (p.359), and the same bank provided assistance for an Agronomy appointment (p.364);
- 9 July: the Deputy Chancellor, P.A. Wright had donated 5,000 to appoint a Research Fellow,<sup>194</sup> within the Department of Economics 'for a period of three years to investigate and report upon the economic development and potential of Northern New South Wales' (p.363);
- D. Drummond's request that the University liaise with the Department of External Affairs<sup>195</sup> for Oriental Studies work in the University (p.373);
- 8 August: the Adult Education Committee's Report<sup>196</sup> was 'received and adopted' (p.398);
- or, 10 December: the Lismore A.E. lectureship was to be deferred, but, despite lack of money, this 'freezing' motion was lost (p.416).

Clearly sufficient detail has been cited to make it very clear that there was a genuine and widespread Council concern to support the interlocking areas of: adult education (applied and community-visible); rural science and agricultural economics; and social dialogue with the community, as well as 'high profile' local commitment and witness of University intention. Yet while many of the academic staff - as individuals - would in themselves go along with the a.e. enterprise, there was not the same enthusiasm in the formal meetings of the Faculties of Arts and of Science, and in the Board of Studies.<sup>197</sup> The reasons for this increasing

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193. He had, of course, been a lifelong friend of R.B. Madgwick's - see Chap. I and 'Memoir'.

194. Thus would begin the New England career of N.D. Crew and the full c.d. activity on the Tablelands.

195. This Federal Department would assist in various A.E. sponsored like diplomatic activities, as with the Grafton Seminars.

196. It was bulky and trenchant, taking pp. 10-11 of the Business Paper.

197. Title of the supreme academic committee from 1944 to April 1961.

caution/hesitation are by no means clear, but they must include: the large non-Australian element in the early academic staff of these faculties; the difficulty of these same faculties in seeing that the extension enterprise would assist their research; and the many who had only the British perception of a.e. as a liberal exercise and who found the American style of the Department, 'quaint', intrusive and much too closely related to the employment interests of the class members. There, was, too, the cautious Scottish attitude of the Deputy Vice-Chancellor<sup>198</sup> with his financial watchdog concept of tight budget control which would increasingly inhibit the Department.

Yet these were but future shadows which had not yet fallen on the extension enterprise, and the delighted loyalty of the public for the services already provided and the leadership of the Vice-Chancellor, Dr. Madgwick, had in no way begun to falter. The Commemoration of Benefactors<sup>199</sup> in the spring of each year was a proud ceremony of public participation, community honouring and justifiable propaganda. Its importance is underlined by the Council's long deliberations as to suitable speakers for it and the protocol to be used.

As these illustrations have made clear, there was a general community concern on Council to raise the funds for prizes honouring founding figures and for obtaining equipment, particularly in the Rural Science domain. The general picture of this pledged and designated community support emerges most clearly from the table of 'Benefactors' (listed retrospectively and dating from 1954) in the 1962 *Calendar*<sup>200</sup>. The most regular and considerable donations are for Rural Science both from (grazier) companies

198. Although this was Professor Duncan Howie's official title only from 1964 to 1969, it is to be found in Minutes from as early as 1955. The 'responsible economies' attitudes contrast markedly with his war-time participation in the a.e. activities of the N.E.U.C.

199. This was a public occasion of great spectacle, - held initially in the Hall of the Armidale Teachers' College, - and the ceremony would continue on campus, in the Wright College Dining Hall, until its abolition by Z. Cowen. One of the most enjoyed of these occasions was that of October 1963, when the honorary degree of Doctor of Science was conferred on long-time Council member Robert Blackie Austin, M.B.Ch.B., and the Doctor of Letters on Roy Leslie Blake (Council member and managing editor of *The Armidale Express*) and on Judith Arundell Wright McKirney, poet and the Chancellor's daughter, who then gave the occasional address. This very public function was one occasioning much public fervour and it was used to honour all supporters of the university enterprise and to award the Honorary Degrees to local worthies in particular. [The more 'national' honorary graduates would be admitted in the April ceremonies.]

200. Pp. 366-390, and running to 30th June, 1961.

and individuals, with the influence of Council members<sup>201</sup> as obvious as that of local firms like M.J. Hanna and Son.<sup>202</sup> There was a steady flow of more regional contributions to the Establishment Fund,<sup>203</sup> but Dr. Edwards had in 1957 to report to Council his 'disappointment' at the lack of support 'in the Armidale district',<sup>204</sup>. Other interesting items from these published lists include: a Yarrowitch Cattle Drive for the Rural Science Appeal (1957); many grants from newspaper companies (for r.s.c.); earmarked grants to the A.E. Dept.; and like sums for Agricultural Econs. Research (1958 -); etc. The spirit of this time is well caught in the 'little people's' donations, from both countryside and town,<sup>205</sup> from staff and students, for funds less in their own area than to meet the needs of the University, and in the practical gifts of seeds, a Hereford bull, etc. Clearly the University had obtained a considerable trust and respect in the agricultural community.

#### The first extension profile of the U.N.E.

While the formal leader of adult education at this time of dynamic expansion was A.J.A. Nelson, there is no question that the whole thrust of the University was towards its practical dialogue with the community and to the effective witness of its commitment to serving the region. Not merely were there many times as many persons involved in a.e. and c.d. activities as there were students in the institution, but the various problems of the regional rural zone ensured a ready New England public participation in the community and residential schools, for which there was an insatiable demand. Further, the choice of lieutenants for A.J.A. Nelson was a particularly shrewd one in the case of the flamboyant Howard and the two highly intelligent lovers of country, Warburton and Dunton. Praed's contribution, for Richmond-Tweed higher/further education, however pragmatic it may have seemed has proved to be influential ever since. Of those days, W.G. Walker has argued that it was then a case of Wordsworth's words -

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- 201. And members of the A.E. Committee - J.B. Regan (Geo. Fielder & Co.), from Tamworth; P.A. Wright from Armidale; the Wragge Family (Gunnedah), etc.
  - 202. J. Hanna was also prominent in the late 1950s a.e. group working to galvanize and beautify Armidale, as well as in 'Our Town' radio programmes run by the Department.
  - 203. Its Committee was R.L. Blake (Armidale), J. Regan (Tamworth), Dr. Edwards and Professor R. Stokes.
  - 204. Its minute is in Council Papers, p.462, of 13/5/1957.
  - 205. The Tamworth city donations are many and imaginative, due in no small measure to the engaging challenges to it by the Namoi A.E. Director, A.C.M. Howard.

Bliss was it in that dawn to be alive  
But to be young was very heaven<sup>206</sup>

and certainly Nelson and his men found that it was a time when dynamic courses were easy to mount. The a.e. officers were supported magnificently, by both Council and by the Vice-Chancellor, who had welcomed A. Nelson in 1954 with these words:

I see your job as the most important in the University. It is one I would like to have if I were not Vice Chancellor. The future of the whole University will depend on how well you do it.<sup>207</sup>

The nature of the extension endeavour, 1954-1960.

In that same (1988) retrospect Nelson refers to Madgwick's 'imaginative and forthright leadership' (p.87) and to his own desire 'to work near to people as they lived in their families and their communities' (p.88), and then adding: 'public response to our first offerings in non-formal adult education was heartening ... as [the team] also worked with the associations and communities to which adults belonged'. [pp. 88-90] In talking to A. Nelson in Sydney in mid-1954, Madgwick's wartime deputy, Lascelles Wilson, the Sydney Director, had observed of the educative task in the north:

An impossible task. Yes. But not for Bert. I know of no one else with the combination of optimism, drive, vision and organizing ability necessary to pull it off. But he will do it. (p.91)

In the early years of the University's autonomy, community, university staff and government were largely united in their purpose of education for adults as they had never been before or have been since. Further, there was abroad in the state's regional offices of education a strong desire to make the (small) schools centres for adult and technical education, not least because so many of their teachers were still doing first degrees externally or enrolling in the exciting Walker-led courses in educational administration. The goals of service and the expansionist needs of the university were perceived as similar of those of the general region, while its culture and economy were alike seen to be of educational concern. The field officers were all mature men of considerable social idealism, able to liaise magnificently between provider and consumer. It was an exciting time and its leaders were inspired to make the university in its rural setting a resounding success. The time, the men, and the 'province' produced another social cauldron of passionate commitment, very much akin to the Wallace-

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206. The second line is the short title of his article (pp. 177-189) in M. Franklin (ed.), *The New England Experience* (1988).

207. *Op.cit.*, p. 92.

Mills-Madgwick group's earlier wartime schemes and equally unorthodox achievements.

While there were, perhaps, some small shadows beginning to fall - those of higher fees charged and of the detachment from adult education of many members of the academic staff in the larger and more 'pure' faculties - they were largely ignored, as were the various cautions contained in W. Baker's blueprint as to the ways and means of firmly establishing the extension enterprise. The role of the key community leaders was catalytic, as was Page's notion of adapting the small university to the sociology of the particular district in which it was set, or Moyes' view of the importance of the artistic culture in order to give rural life a soul. A highly significant aspect of all the work was the democratic/learning method, asking the people and discovering from them what was needed. While Madgwick and Nelson were its best exemplars at this time, working as they did from the A.A.E.S. experience, the regional officers were extremely supportive and all made lasting contributions to the development and well-being of the people of their regions. In so many ways the dialogue between eager consumer and willing provider was excellent, not least because of the manifold needs identified and the many persons engaged in adult/education and the shrewd methods used for the publicizing of the community-university dialogue. The 'politics' of provision were benign, always supportive and even eager to meet public request. Similarly encouraging was the nature of rural society, still coming to grips with modern living, 'educative' in the highest degree, and led to delighted participation by the authorities from the political sphere, the church, agriculture and of primary and secondary education. It was, indeed, the best of situations for the expansion of a.e. endeavour. The interplay of needs, philosophies of adult education, available resources and the purposes of the provider institution were in almost complete harmony.

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